

THE DEAF AMERICAN

Vol. 36 No. 2 1983

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THE DEAF AMERICAN

Vol 36 No. 2

COVER

Happy Holidays from the NAD

IN THIS ISSUE

The National Association of the Deaf

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(Publication No. ISSN 0011-720X USPS 150-460)

Official Publication of the
National Association of the Deaf

EDITORIAL OFFICE
814 Thayer Ave., Silver Spring, MD 20910

Printed by Studio Printing Inc.
2387 Lewis Avenue
Rockville, MD 20851

Layout and Design by Guild, Inc.
6525 Belcrest Rd., Suite 903
Hyattsville, MD 20782

Postmaster: Send Form 3579 to
National Association of the Deaf
814 Thayer Avenue
Silver Spring, MD 20910

THE DEAF AMERICAN is published eight times a year through the NAD, 814 Thayer Avenue, Silver Spring, MD 20910. Second class postage paid at Silver Spring, MD, and additional offices. Subscription rates: United States and possessions, the Philippine Islands, Canada, Spain, Mexico, Central and South American countries except Guianas, 1 year \$10.00; 2 years \$20.00. Other countries, 1 year \$10.00. Correspondence relating to editorial matters, articles, and photographs should be addressed to MURIEL STRASSLER, 814 Thayer Avenue, Silver Spring, MD 20910. Subscriptions should be sent to THE DEAF AMERICAN, 814 Thayer Avenue, Silver Spring, MD 20910. Changes of address should reach the NAD Home Office by the first of the month of publication. The advertising in THE DEAF AMERICAN does not necessarily reflect the editorial policy of the magazine nor imply endorsement.

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Full page	\$300.00	\$280.00	\$270.00
Half page	150.00	130.00	120.00
One-third page	120.00	105.00	90.00
One-eighth page	60.00	45.00	30.00

Display Areas

Full Page	7½" x 10"
Half Page	
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horizontal	7½" x 5"
One-Third Page	4½" x 5½"
One-Eighth Page	3¾" x 2½"

Other rates upon request

Discounts: Cooperating Member (state) associations of the NAD, 30%; affiliated organization, 20%; advertising agencies, 15%.

THE DEAF AMERICAN is printed by the offset process. Advertisements having illustrations should be "camera ready."

Send orders to The Editor, THE DEAF AMERICAN, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910.

THE JAPANESE JUNIOR COLLEGE FOR DEAF PEOPLE:

A Progress Report

by William P. McCrone
Gallaudet College



The campus of the new University of Tsukuba, future location of the junior college for deaf people in Japan.

Contemporary Japan

Japanese people have no true claim to the "super human" status given them by many contemporary writers. Japanese people have their problems. Still, one must be fascinated by the fact that a country with half the population of the United States (115 million people) living in an area the size of Montana, have become the third most productive nation in the world. Some experts (Pascale & Athos, 1981) predict that the Japanese gross national product (GNP) will be number one in the world by the year 2000. U.S. executives who have yielded world automobile, watch, camera, shipbuilding, steel and electronics markets to the Japanese, regret the day in 1853 when Commodore Perry aimed his warships at Edo Bay forcing Japan to trade with the United States (Benedict, 1947).

Japan has virtually no natural resources. Thirty percent of food and eighty percent of energy resources are imported (Vogel, 1979). Yet Japan exports \$75 billion worth more goods than it imports. Japan has become a study center for many American executives hoping to match Japanese production levels by learning Japanese management styles. Japanese management principles involve employer-employee trust, teamwork, quality control, life time employment and in-

service training. Most Japanese people work six days a week. Annual vacation time does not exceed six days until the tenth year of employment. Unemployment is two percent.

The streets of Tokyo, a city of eleven million people, are remarkably crime free. The Japanese people surpassed Sweden in 1977 as the country where people are likely to live longest. Japanese students attend school sixty days per year more than American students. Compulsory education is measured by completion of the nine grade, not age. More importantly, ninety percent of Japanese young people graduate from rigorous high school programs. Thirty percent of these high school graduates enter Japanese universities where there are only three openings for every four applicants. Because Japan is an island nation now dependent on trade, foreign language skills, especially English, are emphasized (Reischauer, 1977).

Deaf People in Japan

Because Japan is a homogenous nation-family, disabled people represent the largest minority group. It is estimated that 1.4 million disabled people live in Japan, approximately 1.8% of the population (The Japanese Society for Rehabilita-



Dr. Bill McCrone lecturing deaf undergraduate students and deaf education graduate students at Tsukuba University.

tion of the Disabled, 1980). Buddhist philosophy teaches that evil deeds done during this life will result in deafness, blindness and other disabilities in future lives. It is not clear how these traditional teachings influence the attitudes of Japanese people.

The written Kanji symbol for deaf in Japan means "dragon ears" because in ancient fables dragons have no ears. Government documents indicate that fifteen percent or 201,000 of the adult disabled are hearing impaired. The Japanese Federation of the Deaf (JFD) claims a membership of 20,000. With very few exceptions, hearing friends, supporters and family members are excluded from membership. JFD estimates that 50,000 people participated in Japanese Sign Language training in 1982. Mr. Kilcuji Nakanishi, a respected Japanese deaf leader and editor of the national newspaper for the deaf reported that the most urgent needs of deaf people in Japan include better jobs, interpreter services, television captioning and higher education opportunities.

The highly regarded deaf rehabilitation worker, Katsuya Nozawa, reported that special education programs for deaf students began in 1947, but compulsory attendance was not mandated until 1979. For this reason, many older deaf Japanese people were not formally educated. There are 106 school programs for deaf students in Japan. The overwhelm-

ing majority are "oral schools" largely because of the influence of the American missionary worker, A. K. Reischauer, in the 1920's (Hoshina, 1981). Still, during this visitor's tours of several oral schools, little effort was made to suppress the wide spread use of Sign Language by students and teachers. Virtually all of the oral school teachers are hearing people who privately acknowledged the importance of Sign Language except in elementary grades. This change in attitude is clearly the product of greater awareness of the modest school achievement and employment gains of deaf people in Japan, and the growing leadership of the Japan Federation of the Deaf in promoting Sign Language through books, videotape instruction, interpreter training and television programs. Some Japanese teachers of deaf students are concerned that the Sign Language trend in education will reduce the attention given the speech potential of deaf students. Speech is seen as a major asset in employment.

There are a few deaf people enrolled in Japanese universities. These universities have refused to provide interpreter and notetaker services, even in the fifty universities where hearing students with some sign skills are willing to volunteer their services.

Deaf workers are most often found in agriculture, fishing, manufacturing and clerical work. Deaf people are well known

for their skill in denture making, barbering, and oriental massage.

The 1976 Physically Handicapped Persons' Employment Promotion Law has helped many deaf people secure employment, mostly in manufacturing work. The law requires that 1.9% of government workers and 1.5% of private company workers must be handicapped. The Japanese have a rank order system for handicaps. Profound bilateral deafness is a class two severe disability. Employers attempting to meet their quota of handicapped workers get credit for hiring two handicapped people when they hire one profoundly deaf person because of the severity of the disability. Employers who fail to meet their quota of handicapped workers are assessed 40,000 yen (or \$186) per month for each handicap position unfilled. Employers exceeding their quota are given government monthly subsidies of 20,000 yen (\$84) per person. Government grants are also available when the employer must modify a worksite for a disabled worker.

The class two profoundly deaf person also qualifies for a 50% reduction in train fares, a 25% reduction for air fares, a 50% reduction in educational television fees and other pension benefits and tax waivers. Still, only about two percent of hearing impaired people in Japan work at professional, or technical levels. Even deaf people who became employed through the 1976 quota law have serious difficulties in being promoted. Deafness rehabilitation specialist, Hideharu Uemura, reports that Nissan Motors, a major employer of deaf workers, has begun to take special initiatives in promoting deaf people. Parenthetically, it is interesting to note that there are considerable opportunities and incentives for supervisory company workers to participate in Sign Language in-service training. Some of these business supervisors are using the first Japanese Sign Language book written by a Japanese deaf person, Masao Itoh. (Mr. Itoh can be contacted at the National School for the Deaf, 2-2-1 Konodai Ichikawa, Chiba, Japan.)

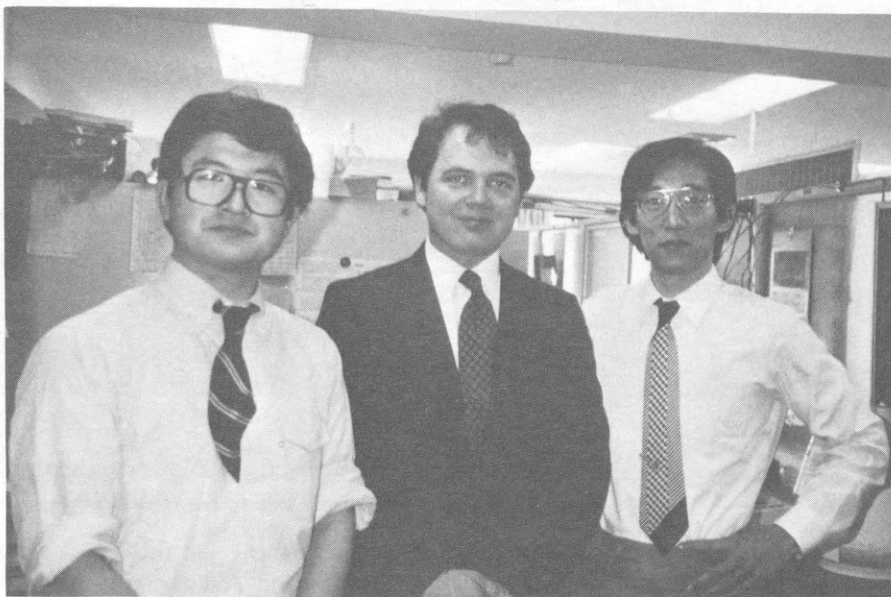
The Plan for a Japanese Junior College for Deaf People

In 1978 the Ministry of Education asked the University of Tsukuba to study the higher education needs of disabled people in Japan. After extensive committee work and 1979 visits by University of Tsukuba President Fukuda and Professor Shuichi Obata to Gallaudet College, National Technical Institute for the Deaf (NTID) and California State University at Northridge (CSUN), a final report was submitted to the Ministry of Education. One recommendation was that a three year associate degree program for deaf students be established offering full Sign Language, notetaking and support services. Deaf students could focus on special programs for deaf students (fine arts, applied arts, dental technology, mechanics, construction) and/or regular university degree programs. Under Dr. Obata's leadership, the University of Tsukuba asked the Ministry of Education for \$42 million with construction to begin in October, 1984. It was anticipated that deaf

students could be admitted in 1986. This timetable would require that the Ministry of Education propose legislation to the Diet by March, 1984. The University of Tsukuba proposal has been approved by the Ministry of Education but national budget constraints may delay the entire process by one or two years.

The junior college for the deaf plan, styled after NTID, enjoys the general support of the majority Liberal Democratic Party, principals, teachers and parents from various schools for deaf children. The Japan Federation of the Deaf generally supports the junior college plan. Dr. Obata has met with JFD leaders on three occasions. While JFD leaders acknowledge the importance of higher education opportunities, there were concerns about the organization of the junior college program, the degree of deaf-hearing interaction, the level of consumer involvement in the planning and the impact of the junior college for the deaf on the integration of deaf people in other Japanese universities.

Former Foreign Minister Sakurauchi, a long time friend of



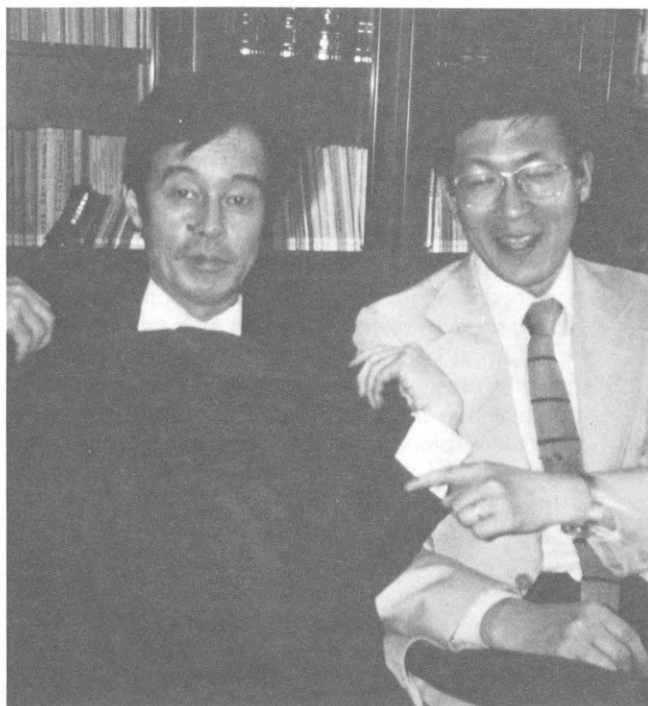
At Tokyo Association of the Deaf office. Mr. Toyota on left, is a deaf social service worker; Dr. McCrone; and Mr. Itoh, on right, another deaf social service worker.

Japanese deaf people, has informed Prime Minister Nakasone of the importance of the University of Tsukuba program for deaf students. As in the United States, IBM-Japan has provided invaluable support for the Japanese junior college for deaf people.

Meanwhile, Drs. Merrill, Zieziula, and Torr of Gallaudet College, Dr. Ray Jones of CSUN and others have visited Japan to discuss the junior college plan. Dr. Obata has consulted with several Japanese deaf teachers about moving to Tsukuba when the program for deaf students is established. The university of Tsukuba already has graduate and undergraduate deaf students and graduate training in teaching deaf students. Dr. Obata's dream is to eventually train interpreters and school counselors with the deaf at the University. He hopes to have a media and technology center for the deaf and he sees considerable opportunities for cooperation with the University of Tsukuba Medical School.

Tsukuba

It is significant that the Junior college for deaf people will be located in Tsukuba, a new "science city" located 37 miles from Tokyo. Over 40 percent of scientific research in Japan is currently located in Tsukuba. Scientists of international reputation in the fields of robotics, laser technology, nuclear energy, chemistry and other fields are located at the University of Tsukuba or one of the 47 nearby research institutes. Twenty million visitors are expected to visit Tsukuba during "Expo 1985," a six month exposition to display advanced Japanese technology.



At Kyoto School for the Deaf: Mr. Kikuji Nakanishi, (left) deaf Editor of Japanese national newspaper for the deaf. Mr. Nakanishi is also a teacher at the Kyoto School. Mr. Katsumi Figii, elementary school teacher, Kyoto School for the Deaf is on the right.



From left to right: Dr. Shuichi Obata, Tsukuba University professor and planning coordinator for the junior college for the deaf; Dr. Bill McCrone; Mr. Tetsuji Tomikawa, CSUN Leadership Training Program graduate; Ms. Cathy Carroll McCrone, editor, *The World Around You*.



At Tsukuba University, from left to right: Professor Shinro Kusanagi, Mr. O. Wakita, IBM-Japan, Ltd., Dr. Bill McCrone, Professor Masuo Ueno, Professor Yuji Tsumagari.

Summary

It has been said that the Japanese tradition of group decision goes back to the ancient meeting of eight hundred gods who deliberated extensively on how they could coax the sun goddess, Amaterasu Omikami, out of her cave (Gibney, 1979). There is every reason to believe that this tradition of long deliberation will eventually result in a junior college for deaf people in Japan. Japan responds to the needs of disabled citizens with compassion and a sense of investment in the future. Deaf leaders in Japan are becoming more assertive. Friends of deaf people, like Dr. Shuichi Obata share in the higher education dreams of deaf Japanese people. Tsukuba is an inspired location. All of the components for success are in place for Japan to excel in higher education for deaf people the same way it excels in so many other areas. The key ingredient now will be the attention and interest of deaf people in Japan and around the world.. ■

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Russia:

BETTER SEEN THAN HEARD

PART ONE

by Margaret Walworth



St. Basil's Cathedral

June 11, 1982

Entering Russia is an unsettling experience, provoking moments of self-doubt and paranoia. This could be partially due to preconceptions about KGB bogeymen, but the scene greeting us at the Moscow airport has a decidedly ominous element, as if it were a deliberate attempt to play on the Western visitor's favorite fantasies about the "Iron Curtain" and its various ramifications.

Most of the people in the group with whom I am traveling are deaf. So am I. A popular preconception about the Soviet

Union is that deviant behavior is not tolerated—and not being able to hear inevitably causes one's behavior to deviate from that of those who can. Will this affect the way we are treated in the Soviet Union?

Inside the harshly lit airport terminal, long lines of newly arrived passengers inch toward glassed-in booths so slowly that they don't seem to be moving at all. After waiting in line a half hour, I am at last close enough to see what happens when a traveler presents his passport for inspection.

Each booth within my line of vision is staffed by a very young man. He is blond and blue-eyed: almost Nordic in appearance, stern and disciplined. He is taking his duty very seriously and trying to ensure that everyone else does the same.

When a person reaches one of the booths, he hands his passport book to the young man, who does not give it any notice at all. Instead, he fixes his blue gaze directly on the person confronting him for two or three minutes. He then stares down at the passport book. When he looks up again, he has a dubious expression on his face—as if asking himself whether the person facing him can possibly be the same person pictured in that passport book.

After studying the passport information and picture for more minutes, the young Russian looks up sharply. This time, there is a new intensity in his gaze, as though he is taking an x-ray and is not at all happy about what he is seeing. He returns to his study of the passport book as though determined to find an explanation for a glaring discrepancy. Finally, he returns the book to its owner with an air of reluctance and warning. Implication: "You know and I know there's something fishy here, but I will let you through—**This Time.**"

When my turn comes, I feel like I am taking part in a play. Being given the silent treatment seems an appropriate way to be received behind the "Iron Curtain"—close enough to my preconceptions to be uncanny, but not terrifying.

Our next stop is the customs desk, where our luggage is checked to make sure that we are not carrying anything damaging to the Soviet Union. Forewarned, most of us didn't bring any reading material at all, but one person in our group has a copy of Hedrick Smith's *The Russians*, a book which describes conditions in Russia in the mid-seventies. She is allowed to keep her book, but is sternly warned to take it out with her when she leaves.

When we clear customs we find that Tanya, the Russian intourist guide who will be our constant companion and

In June 1982, 27 deaf and 3 hearing Americans participated in a two week Sign Language interpreted tour of Moscow, Kiev and Leningrad. This tour was organized by Charles Yeager, who **is** the Russian Department at Gallaudet College. While it is certainly not the first time deaf Americans have visited Russia (many of you will remember Fred Schreiber's article, "From Russia with Love," in the Deaf American several years ago) it was a first of its kind.

By the time this appears in the Deaf American, another group will have returned from a similar two week tour in Russia. Maybe they will have had different experiences than recounted here and would like to share them with the Deaf American readers. Every trip is different. Impressions can vary widely. What follows is an account of my own experience.



Two objects in Moscow's Red Square: the Czar Cannon, weighing 40 tons and with cannon balls approximately two feet in diameter and the Czar Bell, which weighs 200 tons. The cannon has never been fired, and the bell has never been rung.

Russian/English interpreter during the next two weeks, is waiting for us in the lobby. She is a slim, well-dressed brunette in her late twenties or early thirties and seems quite friendly.

During the forty minute bus trip to our hotel, Tanya announces the name of the hotel where we will be staying. Previously, this information and other details about our itinerary had been kept secret. Presumably, if we were to be given exact details, including the names and addresses of the hotels at which we would be staying, we would notify all our friends and relatives living in Russia and no good could come of that.

We then give Tanya our passports. This is standard procedure in Russia; we will not get them back until we leave.

Our hotel is shabby by American standards: the lobby is small and devoid of carpets or decoration. There are barely enough chairs for the 30 people in our group to sit down on while we wait for Tanya to deal with the lengthy red-tape involved in registering.

After 45 minutes, each pair of roommates is presented with two registration cards which we must give to the lady at the desk on our floor to get the key to our room. When we leave the room for any reason, we must leave the key with the lady, who will give us back our cards.

June 12, 1982

On this first morning in Moscow, we gather in the hotel dining room, where the guests eat at long tables in a large, dim, sparsely decorated room—more like a student hostel than a hotel. Our waiter, a huge bear of a man, generates warmth and enthusiasm. He doesn't seem at all bothered by the fact we are deaf, and when someone asks him to pose for pictures, he cheerfully obliges.

Breakfast consists of diluted fruit juice, cold meat, cheese, black bread, unsalted butter and pastry. This menu, with minor variations, remains constant during our stay. Coffee and tea are not served until the meal is almost over.

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Wednesday, July 4	Business Sessions Tours (on your own) Fireworks at Inner Harbor
Thursday, July 5	Business Sessions Workshops, Seminars Night of Entertainment
Friday, July 6	Business Sessions Workshops, Seminars Awards Luncheon Finals, Miss Deaf America
Saturday, July 7	Business Sessions Election of Officers Gala Ball



**National Association of the Deaf
37th Biennial Convention
July 3-8, 1984**

When breakfast is over, we go out to board the sightseeing bus. It is a cold, overcast day and people walking past the hotel are bundled up in overcoats and hats. It is the second week of June.

Our first visit is to the Institute of Defectology, a research organization studying the educational needs of handicapped children—including the deaf—and setting educational policies. We are very pleased to have the opportunity to visit this Institute, but the title—or at least, the English translation of it—makes us wonder about Russian attitudes toward deafness.

The Institute is housed in a large concrete and glass building. The director of the Institute, a solemn gentleman with a receding hairline, ushers us into a large room where chairs are arranged in rows facing a long table. The only light in the room comes from the huge picture window—harsh, gray light. It is that kind of a day outside.

The director tells us about deaf educational policies in Russia. Apparently, something similar to the Rochester method is used with younger children but fingerspelling is discontinued as students get older. Hard-of-hearing and deaf students are educated in different schools, but both groups are expected to be able to communicate through speech and speechreading alone by the time they finish elementary school, according to the director. There is a four year gap between the academic achievement of hearing and hearing-impaired students and only a small percentage of the hearing-impaired make it to secondary school or college.

With all the translation necessary—Russian to English to Sign Language—the director's speech goes very slowly. As time goes on, my attention is drawn more and more to the other end of the table, where a lively conversation is going on in Sign Language—and some of our group members have become involved.

The director, our Intourist guide and interpreters are standing at the end of a table. At the other end of the table, a bird-like lady with short gray hair appears to be sometimes interpreting the director's talk into Russian Sign Language for an attractive brunette seated next to her. The rest of the time, it looks like they are having some kind

of animated conversation of their own, punctuated by expressions of amusement.

One of our group, sitting in the front row facing the two Russian women, asks the brunette a question, using a combination of American Sign language and mime. She responds, and other people join the conversation. I wonder how the director is reacting to this. He shows no sign of being upset; he goes on talking in the same expressionless manner as if nothing were happening.

When the director finishes his speech, the brunette Russian woman gets up and tells us about herself. She is probably in her thirties and seems very self-confident. She lost her hearing at the age of ten. She is studying for an advanced degree at Moscow University. Her relationship to the Institute of Defectology is not clear.

The Russian Sign Language interpreter is also introduced. She is perhaps in her fifties or sixties. She expresses herself very skillfully in Sign Language, suggesting that she is either very highly trained or has had much personal contact with the deaf.

The deaf woman seems very friendly but guarded about giving out information. She is very likely a specially selected representative of the Russian deaf community who has been well-prepared for the role she should play. Someone asks her when the local organization for the deaf meets, and she tells us that there will be a meeting on Monday. If she is aware of any plans for us to visit the organization, she does not volunteer the information.

We leave the Institute of Defectology and return to the hotel for lunch.

Lunch is the main meal in Russia and consists of pickled vegetable appetizers, cabbage soup, a meat and potato main dish and ice cream. We are disappointed to find that our friendly waiter at breakfast is assigned to another table.

The first part of the afternoon is devoted to sightseeing: Lenin Hills and the Kremlin. Mostly, we just ride around the city on one of the Intourist buses while Tanya talks about the various sights. I begin to understand what an interpreted tour—a new experience for me—involves.

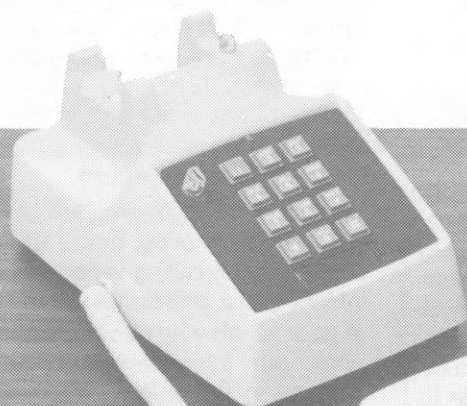
Much of our sightseeing will be done on a rapidly moving bus. Tanya will continually be calling various sights of interest to our attention and explaining at great length why they are interesting while our interpreter, swaying and lurching in the aisle as our bus performs all kinds of traffic maneuvers on streets that are none too level, interprets what Tanya is saying. By the time the explanation is finished and interpreted, we will have long since passed whatever it was. One has to develop a skill for looking in the right place at the right time, or else just give up on one or the other: the sight or the information about it.

Later in the afternoon, we visit the Tretyakov Art Gallery, where I continue my education in the art of sightseeing on an interpreted tour. After watching the interpreted commentary, there is no time to study the paintings that have been discussed, let alone the ones that have not. Tanya's explanations are often very interesting, but paying too close attention to them means spending several hours at an excellent art gallery without really looking at the pictures.



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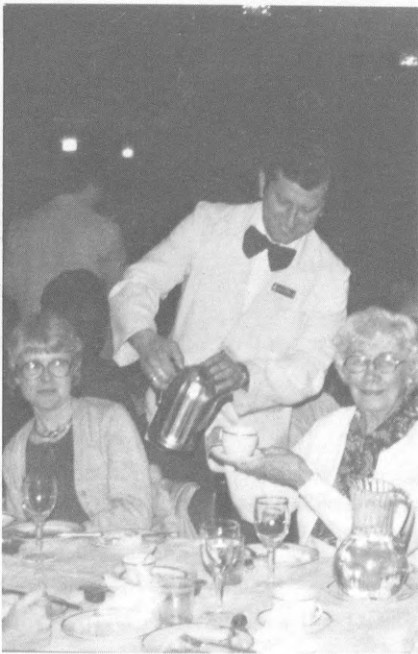
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June 13, 1982

Our second morning in Moscow is spent exploring the Kremlin which, with its ornate, gold-domes architecture and oft-pictured familiarity, has a fairy tale aura about it. Part of this complex is used for modern-day government activities, but a large part—notably, the many churches from the pre-Revolutionary era—seem like meticulously preserved artifacts. They are now primarily museums.

Two objects in the square provide an interesting commentary on the past. One is the Czar cannon, a huge cannon weighing 40 tons with cannon balls approximately two feet in diameter. It has never been fired. The other object is the Czar bell, which weighs 200 tons—much too heavy to be raised to the belfry below which it lies. When a piece fell out a few years after the bell was built, it was never repaired because the piece weighs 11 tons all by itself. These two objects are legacies of two different Czars: the cannon was built in the sixteenth century



First morning in Moscow. Our waiter poses filling Adele Krug's teacup while Margaret Walworth looks on.

and the bell in the eighteenth, but they seem now to communicate a single message of grandiose futility.

In the evening, we go to see a circus, which we are all eagerly anticipating, having heard that Russian circuses are really something special. It lives up to its billing, but something that happens before it starts is even more interesting.

Attending the circus is not an official part of our itinerary and we are left to decide for ourselves how to get there. My roommate, Adele Krug and I share a cab with Phil Smith and Vilas Johnson, two men in our group.

The circus is permanently housed in a large building some distance from our hotel. As we walk up the steps, we are carrying on a conversation in Sign Language. Three teenage boys come up and start trying to communicate with us in Sign Language—thereby indicating they are deaf. Phil and Vilas, who are both very adept at communicating with foreign deaf people, begin asking the boys questions.

The three boys are short and thin with small, slightly slanted eyes. They are probably about sixteen years old and rather shabbily dressed: frayed jackets, which don't seem to provide much warmth, and well-worn, baggy pants. They are not attending school anymore, nor are they employed, apparently.

It is nearly time for the circus performance to start. We are ready to end this brief encounter but the three Russian boys are not. Phil shows them his hotel pass so they will know where we are staying. At this point, one of the boys places his foot alongside of Phil's. He indicates very clearly that he would like to have Phil's shoes. Phil is in a quandary: he is a good-natured fellow and likes to please people, but doesn't particularly want to give up his shoes.

We are beginning to attract attention. A man wearing a turban comes over several times to stare at us and then wanders off, only to return a few minutes later. Suddenly, a young man in uniform comes up and places his hand, almost gently, on the sleeve of the deaf boy. The way that he does it gives the impression that he is a familiar person—possibly a family member—who does not approve of socializing with foreigners and wants the boy to leave us for that reason. By this time,

the other two boys have disappeared.

The boy resists the efforts of the young man in uniform to make him move away, and the young man becomes more forceful. We move toward the entrance to the circus and, as we look back, the boy looks absolutely terrified and is signing something over and over. Although the signs are somewhat different than those used in American Sign Language, the meaning seems clear: "Deaf, me. Want home. Deaf, me. Want home." The young officer remains impassive as long as he is within our view—an impersonal display of authority that is more chilling than overt violence.

Throughout the circus performance, between dancing bear, trapeze artist and tightrope walker acts, comments about this episode are made. The feeling of uncanniness I experienced at the airport two nights before returns. The incident fits preconceptions about how things take place in the Soviet Union—arrests carried out so unobtrusively that bystanders are uncertain how to interpret what is going on.

Some of us return to the hotel by subway. As we walk up to the hotel, we see a large group of deaf people congregated on the sidewalk, conversing in Sign Language. We recognize various members of our tour group, but there also are a number of deaf Russians of varying ages. The boy who played the leading role in the incident on the steps of the circus is very much in evidence. He seems to be inquiring about Phil—or, more accurately, the whereabouts of Phil's shoes.

The boy couldn't have been held long, since he has had time, during the two hours we were at the circus, to pass the word to his friends that he had met a group of deaf Americans. That he managed to get in touch with so many people in so short a time suggests the existence of a deaf "grapevine" in Moscow.

These people's primary motivation for coming to the hotel to see us seems to be curiosity and friendliness, but some of them are interested in acquiring American clothes also. No trading takes place that night, however. ■

(This is part one of a three part story by Margaret Walworth, who has been an English instructor at Gallaudet College since 1961. Her vocation is teaching English; her avocation is foreign travel.)



(Photo Credit) Lennart Tjörnström

Foreign News



Yerker Andersson



(Photo Credit) Lennart Tjörnström

Queen Elizabeth being welcomed by school officials. The Swedish King, Carl XVI Gustaf, is behind the Queen.

The Queens of Great Britain and Sweden entering the school for the deaf, Manilla. Note: the Queen of Sweden (wearing white hat) signing to deaf children.

Sweden

During her visit to Sweden, the British Queen, Elizabeth II, took the opportunity to meet deaf children at my old school, Manilla, on May 26. The Swedish royal couple joined her. Queen Silvia of Sweden, who made a world sensation by learning Sign Language, sat down on the floor to talk with deaf children in a classroom. See the photos which were sent by the editor of *SDR-Kontakt*.



From left to right: Ms. Asa Hammer, superintendent of the school for the deaf, Manilla; Queen Silvia; Queen Elizabeth; and King Carl XVI Gustaf, watching a class.

Finland - KL

Mr. Michael Tillander, president of the Finnish organization of parents of deaf children, visited Gallaudet College in September. He gave us a copy of the Finnish magazine for parents of deaf children, *Nappi*. It is printed in Finnish and Swedish and is well edited. The address is PL 212, 00151 Helsinki 15, Finland.

India - AIFD

The All Indian Federation of the Deaf received a national award for being an outstanding employer of deaf people for the years, 1981-82. The President of India, Shri Sanjeeva Reddy, made this presentation on March 25, 1982. Congrats to the All India Federation of the Deaf!

Korea - KWAD

The magazine *Pure Voice* announced that a program with captions and interpretation in Sign Language for deaf people was televised for the first time on KBS-TV last year. On air from 2:10 pm to 2:40 pm every Sunday, the program is divided into two parts, the first featuring deaf workers, and the second, lessons in Sign Language.

Ki Chang Kim, President of the Korean Welfare Association of the Deaf and nationally known painter, produced another book with illustrations on his 1981 trip to Europe and the United States.

Great Britain - BDA

Diana, the Princess of Wales, has agreed to be the Royal Patron of the British Deaf Association.

The XVII International Congress on Education of the Deaf will be held in Manchester, August 4-9, 1985. For information write to: Congress Secretariat, Department of Audiology and Education of the Deaf, University of Manchester, Manchester, United Kingdom M13 9 PL.

Peru - ASP

Asociacion de Sordos del Peru has new officers last summer. Mr. Jose Herman Llong Quiun is the new president. The address is Apartado 3668, Lima, Peru.

Denmark - LF

Dovefilm, a highly successful agency specializing in making educational films for deaf people, has added a new production, video programs. The agency, with 15-20 employees, produces and distributes two programs a month among the 3-4,000 deaf people in Denmark. Dovefilm's address is Brygervangen 11-13, DK-2100 Copenhagen 0, Denmark.

Comment: In the future, video programs will likely replace captioned films as video cassettes are much easier than captioned film reels in handling and mailing and can be used in homes.

Ms. Annellise Harboe, the foremost interpreter and one of the most respected names in Denmark, visited the fourth conference for Sign Language interpreting teachers in the United States *Dovebladet* (No. 4, Vol 93). She noted that as 40 of the 120 participants were deaf, interpreting services were

available from "morning to midnight." The deaf and hearing participants interacted so freely that Ms. Harboe was not able to determine which were deaf or which hearing. She wrote: "It was exciting to see an interpreting service so smoothly managed."

Doveforsorgens Historiske Selskab has published a book about schools for the deaf in Denmark. Its title is *Doveundervisning i Danmark 1807-1982*. Excellently edited and organized, rich with illustrations, this is one of the best historical accounts of education of the deaf I have ever seen. Ole Artmann, the only deaf CPA in Denmark, is among the writers of this book.

The new address of the Danish Association of the Deaf, Danske Doves Landsforbund, is Bryggervangen 19-1, DK-2100 Copenhagen 0, Denmark.

Norway - ND

A group of four Norwegian experts was visiting Gallaudet College last spring. Johannes Helleland, director of the adult education center for the deaf; Thor Gisholt (deaf) foundation chairman of the adult education center for the deaf; Odd-Inge Schroder (deaf), board chairman of the center; and Vigdis Solbo Peterson, an interpreter made up this group. The Norwegians found that education of the deaf in the United States has done much for deaf people, but almost nothing for those deafened in adulthood.

The Rev. Conrad Bonnevie-Svendsen passed away last June.

He followed his father by becoming a priest for deaf people and made an outstanding career not only as a priest for the deaf but also in the organization of religious services for deaf people in Norway. He was also involved in international work, including the organization of an international center for Christian priests for deaf people. Immediately after the end of World War II he was a cabinet member in the Norwegian government. He received numerous awards, including the highest award from the Norwegian Association of the Deaf. (*Doves Tidsskrift*, No. 28, Vol 64.)

Australia

The 7th Australian Deaf Games were held in Melbourne, December 27, 1982 - January 7, 1983. In overall point score by state, Victoria took first place, New South Wales, second, and Greensland was third. The Games included badminton, table tennis, tennis, swimming, athletics, squash, soccer, ten-pin bowling, lawn bowls, golf and cricket competitions.

International publications on disabilities

From time to time the titles of new international publications on disabilities or for disabled people will be reported here.

Educational Innovations, Innovations News Exchange, 123 Church Street, Richmond, Vic. 3121, Australia.

Positif (artistic therapy for disabled people), Interlink, 358 Strand, London VC2R OHS, United Kingdom.■

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中國見聞

聾啞人在中國

In the summer of 1981, I spent six weeks traveling through seven provinces in China. I had the opportunity during this trip to visit several schools for the deaf and to tour some factories where many deaf adults were employed. Since previous arrangements had been made with each establishment, I was privileged to meet and talk to the administrative staff, teachers, students, and workers. Through conversations with these people, I was able to gain some insight as to how deaf people are educated and employed, and what their daily lives are like in this huge developing country.

Deaf children in China begin their

includes reading, math, English, social studies, politics, morality, speech, art, rhythm, and dance. Emphasis is placed upon reading, writing, and arithmetic; and speech is taught to all beginning students. However, the methods of teaching speech were old and conventional. There was no amplification equipment or individual hearing aids; only mirrors and strips of paper were used.

In the School for the Deaf in Nanking, where the total enrollment was 354 students, there were fifty teachers and



CHINA INSIGHT:

Visits to Deaf Students & Workers

by Emma S. Liu, Teacher

education with eight years of basic schooling which is divided into three years of lower school, three years of middle school, and two years of high school. Beyond these eight years, the more capable students are encouraged to attend two more years of technical or occupational training. Deaf children start school at the age of seven or eight. Their education should be complete by the time they are seventeen or eighteen, and then they are ready for employment.

I visited schools for the deaf in Peking, Nanking, Chedu, and Canton. All of these schools had both a deaf department and a blind department. However, some of the schools were in the process of building new campuses to house and separate the deaf and the blind students. They will then become two independent schools.

The standard class size is approximately fifteen students. The curriculum

thirty-six supportive staff. Approximately two hundred children in the twenty-five classes of deaf students were residential. In the dormitories, ten students shared one room containing five bunk beds. Four dormitory supervisors and teachers were responsible for the two hundred residential students. Due to the inadequate supervisory personnel, a system was developed whereby older students were responsible for helping the younger students and a reward and punishment principle was used very effectively throughout the school.

At Chedu School for the Deaf and Blind, the teachers had arranged an art demonstration for me. It was presented by deaf students ranging from ages nine to thirteen. They demonstrated their talents in Chinese brush painting and calligraphy. At the end of the program,

I was presented with all of the beautiful art works the deaf children had just completed. Furthermore, they all wrote messages on their works, signed their names, and presented them to me personally. I was extremely pleased and impressed.

It is the responsibility of the government to provide jobs for high school graduates when they complete their education. Through the Office of Provincial Administration, deaf graduates are assigned to different companies or factories for one or two years of on-the-job training.

The Chinese government has policies that encourage the employment of handicapped people. Government taxes are exempted at establishments where handicapped workers make up over forty percent of the total work force. Consequently, the money saved can be used to improve the facilities, and the workers receive bonuses on top of their regular pay.

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A deaf woman assembles ceramic components for light fixtures.



Art work in the Chinese style is from the classes of Harriett Snyder, Art Teacher. Sam-pans, Joel Carr, artist, Water Lilies, Tim Stark, artist.

In Canton, I visited a machinery factory with a total of 280 workers. One hundred of them were deaf. This was typical of a welfare factory, that is, one which employs a large percentage of handicapped workers. This particular factory produced parts for automobiles, farm equipment, and road construction machinery. It had two large machine shops, each of which had a deaf supervisor and five administrative divisions. The average worker's income was approximately fifty-five dollars a month plus bonus pay once every three months. Their fringe benefits were quite good. The workers received the full amount of pay up to six months of sick leave, and following this six months, they received sixty-five percent of their regular pay. Male workers retired at the age of fifty-five, and female workers reached their retirement age at fifty. Most deaf workers and their families lived in the housing units provided by the factory near the plant. Those who lived far away from the plant used public transportation, and in most cases, were reimbursed by the factory.

In the city of Nanking, there were eleven welfare factories which employed deaf, blind, and crippled workers as well as normal workers. However the primary function of these factories is to provide employment for handicapped people; consequently, the graduates from schools for deaf and blind are at the top of their priority hiring list.

I visited two welfare factories in Nanking. The first factory employed 175 workers out of a total work force of 770. Mr. Loo, the vice president, was a deaf man himself and he also served as the director of the Provincial Association of the Deaf and Blind. Mr. Loo and I had a pleasant and informative conversation. He assured me that the deaf workers were treated and accepted very well by their hearing colleagues and that they were usually regarded as hard workers and fast learners. Many deaf workers had been promoted to leadership positions and many were honored as model workers.

The function of the Provincial Association of the Deaf and Blind is to promote the welfare of deaf and blind people. It serves as a liaison between the deaf people and the government and in times of need, solves any problems or conflicts within the deaf communi-

ties. It also organizes various exhibits, team sport competitions, and group discussions.

In summary, after the many visits, interviews, and talks I had with people on the administrative levels as well as with deaf workers, school principals, teachers, and students, I feel that most deaf people in China are satisfied with the treatment they receive and the job opportunities that are opened up and reserved for them. In most cases, they are grateful for the government's supportive policies which make it possible for the handicapped population to be independent and productive citizens. ■

(Emma Liu was born in Canton, China and moved to Taiwan in 1949. She graduated from Taiwan Normal University and in 1959 enrolled at Gallaudet College. Before going to WPSD, she taught at the Indiana School for the Deaf in Indianapolis. This story is reprinted from the Western Pennsylvanian, Winter, 1983.)



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Part One

T. Alan Hurwitz and Bernard R. Hurwitz ,



WFD Bureau ready to kick off WFD General Assembly: From left to right—St. Antonin of France, Fufae of Russia, Andersson of USA, Panev of Bulgaria, Vukotic of Yugoslavia and Magarotto of Italy.



Jack and Rosalyn Gannon greeting delegates at a reception sponsored by Friends of the WFD (Gallaudet College, NTID, NFSD and NAD)

June 26

Following the Kansas Association of the Deaf convention in Lawrence, Kansas, my son, Bernard, and I departed from Kansas City International Airport for the World Federation of the Deaf conference in Palermo, Sicily. We arrived at JFK Airport in New York City and took a shuttle to the International Terminal. After getting our seats and checking our baggage to Palermo (we hoped), we browsed through the duty-free stores and Bernard bought a Berlitz Italian-English translation book for our use in Italy. The flight departed on time and was uneventful, except for the turbulence that made us feel like we were bounding over a dirt road. It was a thrill for Bernard since it was his first time on a 747. He couldn't sleep at all—which he would regret later—and read his book *Winds of War* most of the trip while I watched the movie "Hanky Panky."

After an eight-hour flight with a six-hour change in time, we finally landed in Rome.

June 27

After a smooth landing, we immediately went to Customs, as we had less than half an hour between flights for Palermo. We made it in the nick of time. There were open seats on

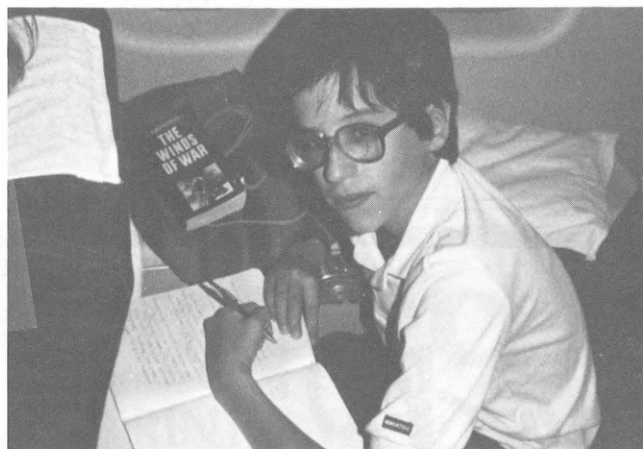
the plane. We arrived in Palermo after a one hour flight. The mountains surrounding Palermo at the seaport were breathtakingly beautiful. We were greeted by two members of the WFD organizing committee. We communicated mostly in Gestuno which was sufficient for them to assist us with our baggage (which showed up on the other side of the airport; a tribute to Italian efficiency) and car rental. We exchanged American currency for Italian lire at the airport bank before taking a harrowing drive into Palermo.

Italian drivers were not United States type maniacs. That we could live with. They are a different type of maniac. They were impatient with my slow driving while I was trying to adjust to the car's four speed transmission, the strange town, the constant honking, trying to find street names - let alone decipher them - and reading directions on the map. The drivers seemed to have one hand on the wheel and the other on the horn. All the same, we were struck by the uniqueness of the homes and buildings; flowers were everywhere at the roadside.

After making several stops at different gas stations and getting directions from two deaf Sicilians on a downtown street,



Yerker Andersson with Maria Taccojla, Kathy Gillies (both interpreters from USA) and Milada Smutra of Czechoslovakia.



Bernard working on his diary on the flight to Roma and reading his book on Winds of War.



Bernard with 2 people from Czechoslovakia, including Milada Smutra, delegate.



Mervin Garretson joking with delegates.

we finally found the Grand Hotel des Palmes. Parking was horrid, but luckily we found a tight parking space about two blocks away. Many cars were parked illegally; some were parked in the middle of the roads and sidewalks and left unattended; the cops (what cops?) just ignored them. We lugged our baggage to the hotel - trying to keep them from being ripped off - and were relieved that we had no difficulty with registration at the hotel. We were thirsty and dead tired, because of the time difference, the long flight, and haggling with drivers on the road in the heat.

We bumped into Drago Vukotic and Cesare Magarotto in a meeting room before we got something to drink and went back to our rooms for naps. Bernard slept through most of the night. I couldn't sleep much, so I had dinner alone at a "ristorante" in the hotel. I had to use the Berlitz book to order dinner, although it was mostly guesswork trying to match an English word for each Italian word. Luckily, I was able to settle for a delicious chicken ("pollo") dinner with a lot of Sicilian sauce. Afterwards, I took a long walk around the town (at night!) just to familiarize myself with streets, names/words and the environment.

I was relieved to see some familiar faces in Yerker and Nancy Andersson, and Marshall and Linda Wick at the hotel. I also met briefly with a deaf man from Palermo and Milada Smutna, who is the president of the Czechoslovakian Union of Invalids. I was beginning to feel the effects of jet lag, so I retired early that evening. Bernard was still sound asleep when I got back to the room. He woke up in the middle of the night and drank some Coca-Cola and ate rolls that I had brought him from the "ristorante." Coca-Cola costs anywhere from a minimum of 70 cents to a maximum of \$1.30. And we thought Coca-Cola was expensive here in the States!

June 28

We had a fresh day to begin our sojourn in Palermo. Bernard got up at 4 a.m. after his nine hour "nap." We had a continental breakfast in the hotel: rolls, fruit, cereal, espresso coffee, and tea, not much by American standards. Bernard asked for milk for his cereal and was surprised to find that the milk was hot. Andre St. Antonin of France joined us at the table. Other deaf people from Canada, France, Australia,

Germany, England and Italy were in the dining room. Yerker and Nancy were also up early for breakfast.

After breakfast, we drove to the university to get our registration packets. By then, I thought I had transformed into a Sicilian driver. I was calmer, more tolerant with other drivers, and handled the traffic with more ease. We had trouble finding the university because there were too many one-way and winding streets which were not indicated on the map. The Palermitani were not consistent in street labeling. Sometimes the names were hanging from a Signpost; sometimes they were chiseled into the wall. It was very confusing. With Bernard's skillful navigation (using the map we had purchased from a newsstand), we finally found our way to the university.

Upon arrival, we were dismayed to learn that the organizing committee was not ready with the registration materials. We were told to return the next day. So we decided to tackle the traffic again and get to know the town better. We tried to drive along the coast, but we got lost. At least we were able to see more of the Sicilian country; sadly we saw many people living in poverty along the roadside and children were everywhere on the streets. We saw many beautiful places with unique buildings and mountains in the background, with several different shades of purple flowers at the roadside. At one point we were driving aimlessly down a winding road through a small country town and nearly drove down the

steps at the end of the road. If we had, people would have thought we were filming a segment for a James Bond movie!

It was quite a while before we realized that we were really lost and couldn't find on the map where we were. We stopped at a gas station to find out where we were. We had some communication problems, but a customer who could speak English offered to help and led us back to town. He took the back roads to avoid congested traffic and we saw more of the town that way. We were amazed to learn that we had driven all the way across the town, almost to the airport. We couldn't understand how we had strayed. Anyway, we were so happy to park the car by the hotel and swore that we wouldn't use the car again for the rest of the day. I was beat from using the clutch and stick shifting all the time through the heavy and slow moving traffic. Bernard's ears were weary from the horns beeping all day long.

We walked into town to exchange more money at Banco di Sicilia. Then we had a delicious spaghetti lunch with Coke and acqua minerale (mineral water) at a trattoria (a medium priced restaurant). We then took a long walk around the town and went back to the hotel. We were still trying to overcome the jet lag effects so we took naps.

I had to force myself to get up after two hours so that I could observe the WFD Bureau meeting before it adjourned. They were in the last part of their agenda and discussing pro-



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cedures for the WFD General Assembly the next morning. There I saw other Bureau members: Vasil Panev of Bulgaria, Vladimir Fufaev of the Soviet Union, D. K. Nandy of India, in addition to Yerker Andersson, Cesare Magarotto, Drago Vukotic, Andre St. Antonin and Milada Smutna. Two observers, one from France and the other from Czechoslovakia, and Mr. Kund Sondergaard of Denmark were also at the meeting.

That evening, a reception was hosted for delegates and members of the WFD Bureau by American friends of the WFD, including Gallaudet College, NTID, NFSD and NAD of the USA. The purpose of the reception was to enable delegates to meet with candidates for WFD offices before the election took place during the WFD General Assembly. Approximately 100 delegates and their spouses from 54 countries were present at the reception. Some of the Americans who attended the reception were Jack and Rosalyn Gannon, Mervin and Carol Garretson, Bob and Donna Davila, Al and Peggy Hlibok, Maria Taccogna, Kathy Gillies, Robert and Mary Sanderson, and Martin Sternberg. The event provided an opportunity for all of us to reacquaint ourselves and make new friends before becoming involved in the activities of the WFD for the rest of the week. Bernard found it very interesting to meet people from all over the world. After the reception, we took an 11:00 p.m. stroll through downtown and had a cool

drink at one of the snack bars on the street; we were not aware that it was not safe at all to do this in Palermo.

June 29

Today was the first business session of the WFD General Assembly. Eleven members of the Bureau were seated in front of flags from 69 different countries. Two delegates from each country were seated in alphabetical order by the Credentials Committee. Thirty-three countries were officially represented at the meeting.

The United States was represented by Dr. Yerker Andersson and myself. Dr. Andersson was seated with the Bureau members as Second Vice President. President Dragoljub Vukotic of Belgrade, Yugoslavia, presided over the meeting with Dr. Cesare Magarotto serving as the Secretary General. President Vukotic led a silent prayer in memory of four leaders of the WFD (Ieralla of Italy, Hayhurst of England, Rubino of Italy, and Beilkino of Poland) who had passed away since the last WFD meeting in Varna, Bulgaria in 1979.

Mr. Bonora, President of the Ente Nazionale Sordomuti (Italian National Association of the Deaf) extended ENS's warm welcome to all WFD delegates in Palermo. After President Vukotic reviewed the agenda with the assembly, he gave a report on the activities and accomplishments of the WFD over the past four years. We received an audited treasury

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report from the Secretariat's office. We then reviewed the proposed plans for programs and activities of the WFD for the next four years.

Several suggestions for additions to the plan were made by the delegates. Most of the suggestions were related to the need for greater dissemination of information and materials on deafness and deaf people to all countries, particularly the developing and underdeveloped countries. Several areas, e.g., Asian countries, Scandinavian countries and African countries, called for an effort to regionalize countries for the sake of better exchange of information and collaborative efforts among countries with similar ethnic backgrounds and language needs.

Some discussion took place about the need for a greater emphasis on sign language as the primary communication mode for deaf children and adults and how deaf people can play a larger role in the leadership and activities of the WFD. It was the consensus of the General Assembly that the WFD must maintain an open mind about all communication needs of deaf people, including sign language and that the WFD must strive to bring together both deaf and hearing people, to work on the problems of deaf people for the benefit of all deaf people throughout the world.

Helsinki, Finland was selected as the site for the 10th Congress of the World Federation of the Deaf in 1987. The theme of the conference will be "Common World and Common Responsibilities." The Finnish people have moved quickly to organize commission topics and arrange logistics for the conference. Liisa Kauppinen, the delegate from Finland who made the site bid, said that the Finnish people had made tremendous progress in the education, social rehabilitation and employment of deaf people, and wanted to share these results with the rest of the world.

Some discussion about procedures for election of new officers and members of the WFD Bureau took place before we recessed the first business session. Curriculum vitae of candidates for the WFD offices and bureau seats were distributed to all delegates for their perusal. That evening, a reception was held for delegates at the Municipality of Palermo, Nei Saloni Del Palazzo, a very old and beautiful city hall which was constructed in 1500. We took an extended tour of the city hall, and wondered when we would ever get to the food.

The ceremony was led by the mayor, Elda Pucci, who is the first lady to be a mayor in Italy. She is a medical doctor by profession and has been interested in working with people who are handicapped and/or are living in poverty. A Roman Catholic cardinal dropped by for a brief visit and shook hands with each of us. We had a delicious Italian feast - pasta with veal, salad, rolls, wine and gelato pimento (ice cream). Before retiring for the evening, I had tea with the Anderssons, Wicks and a lady from Canada in an American bar at the hotel. We talked about how much we enjoyed learning about the Italian culture, people and foods.

June 30

The second day at the WFD General Assembly was highlighted by the election of new officers and board members of the WFD Bureau. Due to some procedural difficulties, the election was delayed to the latter part of the day. We then addressed the proposed changes in the WFD Statutes which were submitted to the Bureau by several member countries. There was a lot of confusion because many coun-



Bernard strolling in the streets of Palermo — note all cars parked illegally in the background.

tries did not receive the draft until just two months before and they had difficulty understanding either the French or English text.

Some delegates argued that they had to translate the Statute into their native language, study the proposed changes, make the changes and then change back to either English or French text. They called for more time to review these changes. It was agreed that we would take no action on the proposed changes at this time and that all member countries would receive a full text with additional changes at least two years before the next WFD meeting in Finland. The United States did share some of the major concerns of the proposed changes with the delegates. The Bureau agreed to incorporate our recommendations in the next draft.

The election finally took place with three candidates being nominated for the office of president. They were Dr. Yerker Andersson of the USA, Vasil Panev of Bulgaria, and Dr. Pathe Samb of Senegal. In the first ballot, Dr. Andersson received 37 votes, but it was one vote short of a majority (50 percent of the total votes plus one vote), thus we entered into a second ballot with a runoff between Yerker Andersson and Vasil Panev. Yerker was subsequently declared the new president of WFD with a vote of 42 to 32. Dr. Cesare Magarotto was unanimously elected as Secretary-General. Dr. Dragoljub Vukotic was elected as First Vice President with the second, third and fourth Vice Presidencies going to Liisa Kauppinen

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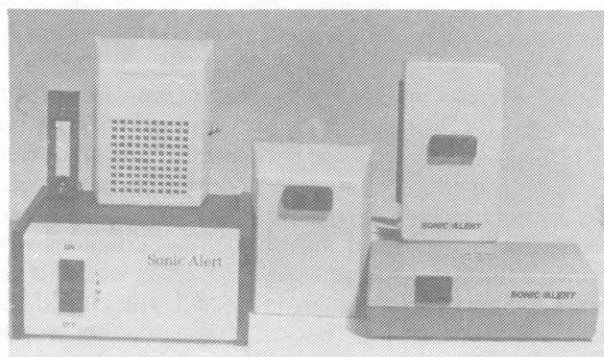
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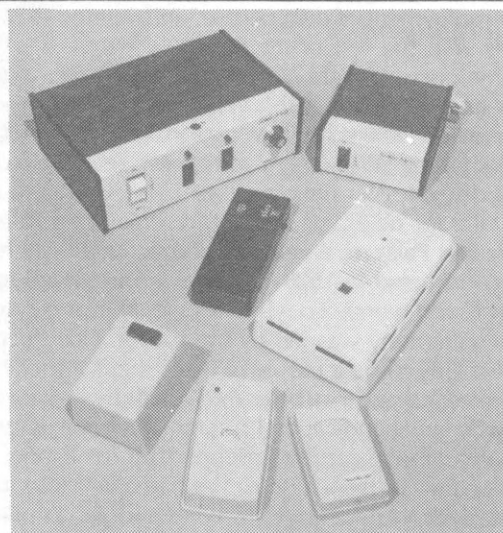


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of Finland, Vasil Panev of Bulgaria and Dr. D. K. Nandy of India, respectively. Five bureau at-large seats went to Vladimir Fufaev of Russia, Andrew Murray Holmes of Scotland, Pathe Samb of Senegal, Milada Smutna of Czechoslovakia and Teodoro Manzanedo of Argentina.

The WFD General Assembly ended with a few miscellaneous items including resolutions. We approved the WFD Bureau's recommendation for an International Award in memory of Dr. Vito Ieralla, the first president of WFD, who passed away in 1982. This award will be presented every four years to a country that has demonstrated exemplary services to deaf people in their home country. We also extended a standing ovation to Dr. Vukotic for his 28 years of service as president of the WFD, Rev. Canon Thomas Sutcliffe and Dr. Andre St. Antonin were recognized for their outstanding service to the WFD during their tenures.

Bernard took the morning off to fight off his jet lag with a long nap. We went out for lunch at the Cesare Trattoria and sat at a table with Knud Sondergaard of Denmark, his wife, Lois, from Germany, a man from Norway and Lars Wickstrom of Sweden. We talked mostly about the results of the election and other matters related to the needs of deaf people in the Scandinavian countries. Bernard was able to communicate somewhat with Knud Sondergaard in German. Bernard was still weary from the jet lag and I was exhausted

from the WFD meeting, especially when I strained to follow the procedures and communicate with others in Gestuno. We returned to the hotel to take our siesta (a nap after a hearty meal) which is a common practice daily from 12:30 to 3:30 p.m. in Italy.

After our nap, we attended another reception at the Palazzo dei Normanni, hosted by the president of Sicily. We enjoyed getting to know the delegates in a more relaxed environment. The delegates and I exchanged gifts and business cards. We were served a delicious Italian feast in the garden of the palace which was situated atop a hill overlooking the town. In the garden there was one tree which was over 500 years old. Bernard quipped that Christopher Columbus - an Italian - discovered the West Indies when that tree was planted. The courtyard was straight out of Roman times. You could almost imagine Charlton Heston of "Ben Hur" or Kirk Douglas from "Spartacus" having it out with someone there! ■

(Dr. T. Alan Hurwitz is the president of the National Association of the Deaf and is employed as Associate Dean at the National Technical Institute for the Deaf. Bernard R. Hurwitz is the fourteen year old son of Dr. Hurwitz. He is hard of hearing and attends Penfield High School as a ninth grader. Both authors contributed equally to this article, which is part one of a three part story.)

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In 1980, 17 authors contributed their articles to form a book, "Sign Language and the Deaf Community: Essays in honor of William C. Stokoe" to honor Dr. Stokoe for his work in American Sign Language (ASL) Research and its impact on the field of deafness. They also contributed their royalties to the William C. Stokoe Scholarship Fund to be used for annual awards. The first recipient selected in 1982 was M. J. Bienvenu. She used the scholarship to research an area in ASL, and the following is a summary of her project report. For more information on the scholarship, please write to the Stokoe Scholarship, Communicative Skills Program, National Association of the Deaf, 814 Thayer Avenue, Silver Spring, MD 20910.

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ASL: ADJECTIVE BEFORE NOUN OR AFTER NOUN?

by M. J. Bienvenu

With all the research on American Sign Language (ASL) during the past 25 years, we have discovered many important things that have helped us to recognize it as a language and to recognize the existence of Deaf Culture. Although much work has been done, research on ASL is still in its beginning stages and promises many more years of exciting studies and discoveries.

One of the areas that is least studied is adjectives in ASL. People generally know some of the rules in the English language related to adjectives—for example, that you can add small word parts that can change nouns to adjectives, like the suffixes "-ive" and "-ful." You can add "-ful" to the noun "beauty" and get the adjective "beautiful." You also have probably learned in your English classes that you must put adjectives before nouns and that if you put it after nouns, you have to add a copula (is, are, am, etc.) between the noun and the adjective.

One study related to adjectives was done by Ursula Bellugi, of the Salk Institute in San Diego, California. It studied how changes in movement of the addition of another hand can make a difference in the meaning of the adjective. Bellugi found those changes cannot be made on all adjectives, and not all adjectives can be made with two hands. For example, you can sign SILLY to mean one thing, but when

you add another hand with circular, alternating movement, you will get a different meaning. (*The Signs of Language*, Bellugi & Klima, Chap 11, pp 243-271).

What other rules are there related to adjectives in ASL? Is there any specific movement to show an adjective? Is there any specific movement that can make a noun in ASL an adjective? How many types of adjectives are there in ASL? Where do we put adjectives in ASL sentences? Should we sign an adjective before or after a noun? Is there any specific facial expression that will show the sign is an adjective; what I mean is if there is a specific facial expression that fits only with adjectives, but cannot occur with nouns, verbs, etc.? Some people have said that the older ASL signers will sign adjectives after nouns and younger ASL signers will sign them before nouns. For example, "GIRL PRETTY" . . . as compared to "PRETTY GIRL . . ." However, to my knowledge, there has

not been any substantive research on this.

Overwhelmed by all those questions, I began to do a basic, beginning kind of research on adjectives in ASL. I decided to try to find if there is more than one function of adjectives in ASL. I believed this could help further analysis, such as sign order in ASL, when using adjectives.

That was where my basic analysis began. After hiring a native² informant, I asked her to watch 20 sentences that I signed her and to tell me whether or not they were grammatical³. Those 20 sentences included 20 different adjectives, for example, GREEN, WHITE, FAT, and HAPPY. I topicalized the nouns, and then signed adjectives after them. For example,

^tCAR, GREEN and ^tGREEN, CAR. When a noun is topicalized, it is signed at the beginning of a sentence with a specific facial expression and head movement, a "rule" in ASL to show what topic is being talked about.*

* (A note here on the transcription symbols: A line over the word or words with a letter "t" signals that the eyebrow is raised to topicalize that part of the sentence. In another instance, lines over a word or phrase would signal something non-manual is occurring that would add specific meaning to the sentence. The word "nod" over the line which is over a phrase or a word means the head is nodding either for emphasis or affirmation.)

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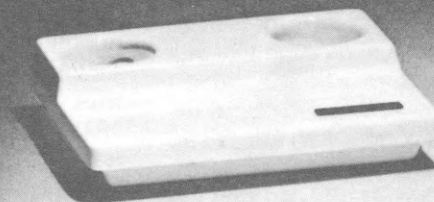
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The pictures below show what the facial expression and head movement look like when using topic.



The informant was to answer which sentences were acceptable and which seemed to be complete sentences. For this person, all sentences with topicalized nouns at the beginning of the sentence were acceptable. However, none of the sentences with topicalized adjectives at the beginning of the sentences were acceptable.

This study shows that those ASL adjectives function as, what linguists call, "predicate adjectives," meaning they function similarly to a verb, making sentences complete.

I then tested to see if there are adjectives that could function as, what linguists call, "descriptive adjectives," meaning they function to describe the nouns. Sentences that include nouns

with descriptive adjectives still require the addition of a verb. For example, in English, "The *pretty* girl is eating."⁴ In this study, I added a verb and asked my informant which were acceptable. For example,

CAR GREEN, ME KISS-FIST or

GREEN CAR, ME KISS-FIST

Both were acceptable, but when I changed sign order, for example,

ME KISS-FIST CAR GREEN or

ME KISS-FIST GREEN CAR⁵

only the second order was acceptable.

This showed me that if the noun phrase with the adjective at the beginning of the sentence is topicalized either order is acceptable, but if it is signed at the end of the sentence only the 'adjective + noun' order is acceptable.⁶

From those two analyses, it was found that adjectives in ASL can function in two ways and that partially answered the question why some adjectives come after nouns and some before. Let me add that for many years people have overlooked the importance of facial expression in ASL, for example, the facial expression that

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marks topics. It makes a difference in those sentences and it requires nouns before predicate adjectives. It is probably parallel to rules in English requiring a copula in between when putting an adjective after the noun. ASL has its own, separate rule that requires topicalization when using predicate adjectives.

With better understanding of two types of adjectives in ASL, I moved on to do a basic analysis on older signers. I collected videotapes from a Senior Citizens Banquet in Detroit, in 1980, and studied them. I looked for sentences that seemed to have adjectives in them. I transcribed 25 sentences, from 4 native signers and two near-native (meaning they have hearing parents, but acquired fluency in ASL from residential schools for the Deaf). After transcribing sentences, I looked for a pattern to see if there was similarity in sign order when using adjectives. My method of getting sentences from them was asking them questions mostly related to their families, educational background and their life experiences, with hope that they would use adjectives in their sentences. They then could answer me freely, using their own words, either a few sentences or a short story.

From my analysis, I discovered their sign order was similar to the younger

informant—if a noun phrase with a descriptive adjective occurs at the end of a sentence, it will have an 'adjective + noun' sign order. However, when the noun phrase is signed at beginning of a sentence, it's usually a 'noun + adjective' sign order. An example sentence with 'adjective + noun' sign order below:

MUST FINGERSPELL, KEEP GOOD LANGUAGE^t

and with 'noun + adjective' order below:

MY FATHER MOTHER DEAF, ENTER THAT SCHOOL^t

The older signers also used predicate adjectives. I found it interesting that they do not always use topicalization. If they did not use topicalization, they instead used a head nod/nodding or body shift on adjectives. Examples below:

(with topic) ME, CAREFUL^t

(w/o 't') OLDER GIRL, DEAF^{nod}

SEEM MOTHER KNOW INSTITUTE IN F-L-I-N-T SCHOOL THROUGH

MY COUSIN, DEAF^(body shifts to rt)

So with better understanding of ASL's adjectives functioning in two ways and comparative study between younger and older signers, we can see there are sign order rules in ASL related to adjectives. Another difference I noted is that it is *always* adjective after nouns for older signers when signed first in sentences and with younger signer, it is either order. Another example is:

MY SISTER OLDEST HEARING, SELF EXPERT SIGNING

Both groups need to sign adjectives before nouns when the noun phrase is at the end of the ASL sentence. However, I have one unanswered question — why the difference? I recall that not one older signer I used in my research ever attended Gallaudet and the younger informant is presently a student. Does collegiate education encourage "code-switching"? Is sign order in ASL going through some historical change, especially when using adjectives in noun phrases? (But, see footnote -6).

Here I would like to add that I faced some problems in my analyses. There was a variety of sentences, of adjectives and of number of sentences. The older signers, were free to sign anything while the younger informant answered to a set of sentences. Although there is a difference in methodology from both age groups, the results seem to be the same. Also, what I wanted to find out from both groups was different: from the informant, functions of adjectives; and with older signers, I looked closer to sign order when using adjectives.

One important thing, I believe, is that we can now say adjectives in ASL function in two ways—predicate and descriptive. And, we have some better understanding of the sign order in ASL when using adjectives. We should look closely in future studies as to why there is a difference when using adjectives inside noun phrases between older and younger signers, when in the first part of the sentence. I hope this basic research will help some of you understand your first language better, and those of you who are studying ASL, understand your second (or third) language better. ■

FOOTNOTES:

1. I used capital letters to show a 'rough' English equivalent word(s) for the sign, one way to transcribe ASL signs/sentences that helps us record them, including non-manual behaviors, e.g. facial expression.
2. A native signer, him/herself fluent in ASL, is a person who acquired ASL from his/her Deaf parents/family before attending any school.
3. Grammaticality: a sentence used or accepted by native users of the language. For example, it is grammatical to use a topic marker at the beginning of an ASL sentence but ungrammatical if at the end of a sentence.
4. The underlined word is a descriptive adjective (in English).
5. Please note that those two sentences (with adjective at end of sentence) do not have a topic marker. This will probably make a difference in my analysis and I intend to go back and test those sentences again.
6. A personal note: Although the informant said they were acceptable, we had a brief discussion afterwards where we both agreed that we had some intuitive feeling that probably the sentences were more 'Englishy' and probably the reason why the adjective has to be before the noun.
7. The underlined gloss is an adjective (in ASL).

I would like to thank Charlotte Baker-Shenk and Dennis Cokely for giving me permission to copy pictures from their book, *American Sign Language: a resource text on grammar and culture*.

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Visual Media Section

by the VMS Board

VMS FOLLOWS 1983 WORKING PLAN

Proceeding to adjust to their 1983 Working Plan, the VMS Board (Gregg Brooks, Thomas J. Klagholz, Marcella Meyer, Jane Norman, David Rosenbaum, Sandy Thorn, E. Marshall Wick and Steve Williams) implemented the following services on a regular basis:

- A long term printing arrangement for the official monthly newsletter, *VMS UPdate*, now being printed in Los Angeles.

- Participation in decision making discussions concerning seed money received from the NAD Executive Board last October to help in starting our resource development project.

- Coverage of TDDs (BAUDOT) and ASCII (computers). Specifically, articles in *VMS UPdate* on Dr. Bob Weitbrecht and DEAFNET (telemail).

- A *Visual Media Resource Book* is in the works. This book will serve as a directory of all individuals in the areas of television, film, journalism, public relations, TTY/TDDs, computers, management and acting.

- Initiation of a fundraising campaign for the Clearinghouse Resource Center, a centralized information sharing outlet.

- Preparation for a fund raising brochure and new membership forms. Two brochures outlining Visual Media Services and the Talent Resource Committee are also in the works.

- A Resource Specialist will be hired to operate out of the VMS office. This person will initially devote much time to raising money to fund the following plans:

- Full time Resource Specialist with fully-equipped office, supplies and travel budget.

- Resource Library for documenta-



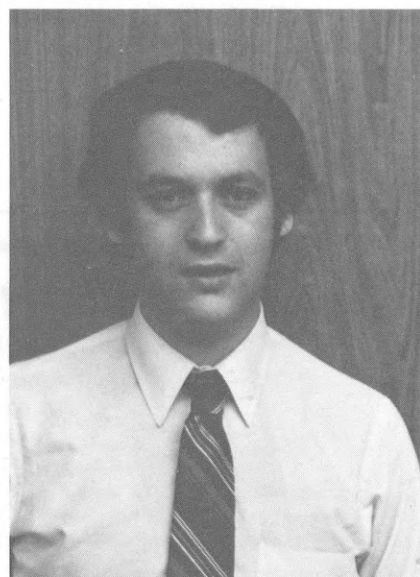
Jane Norman (Wilk), TV producer, director and consultant; now with the National Captioning Institute's headquarters in Falls Church, Va. Ms. Norman spearheaded formation of the pioneering "Newsign 4" production at KRON-TV in San Francisco, Ca., and "Rainbow's End" for D.E.A.F. Media.

tion of all forms of visual media, along with a computer.

- Upgrading of the monthly *VMS UPdate*, and development of a possible quarterly journal on in-depth articles focusing on past, present and future trends of all aspects of the media.

- Outreach program to every state in the U.S. to explore and document media activities and conduct specific research activities.

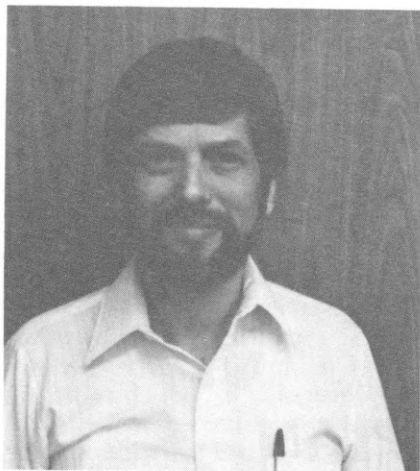
- Comprehensive study of the current networking system, cable and satellite communications, and possible methods the hearing impaired viewing



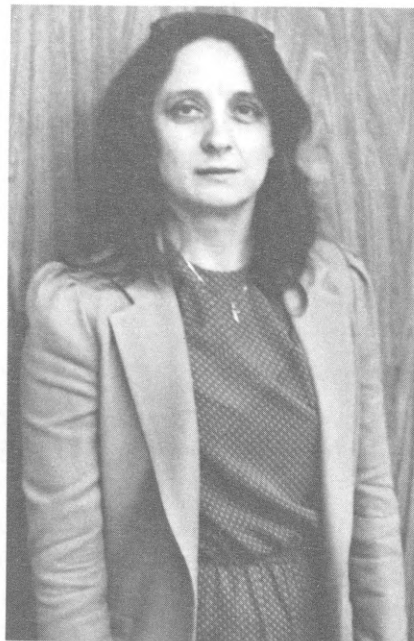
David Rosenbaum, Administrator for Beyond Sound in Los Angeles, Ca. Co-founder of Visual Media Services, he currently serves as its Chair.

community could consider for a nationwide means of communication within the community.

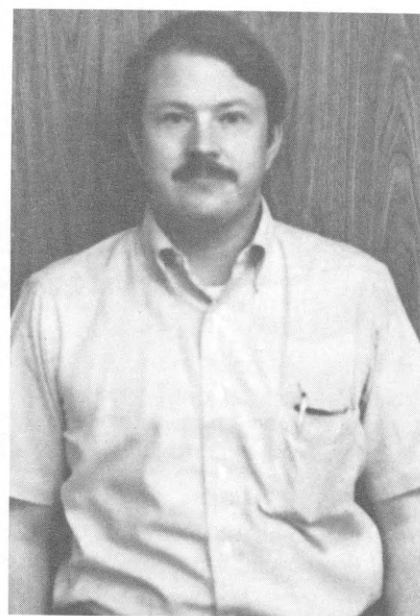
Firmly adhering to their objectives of designing a simple mechanism for people and groups to use, VMS serves as a roof, rather than a foundation. Board member, Jane Norman expresses this by saying, "It is up to the deaf community to emerge as a united group and make use of our resources." Marshall Wick, Vice-Chair, says, "The more people that join VMS, the more available resources will be; the more communication generated, the better



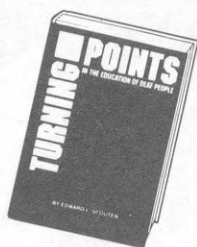
E. Marshall Wick holds a Juris Doctor degree from George Washington University Law School. Currently Associate Professor with Gallaudet College's Business Administration Department, he is also Project Director of the Canadian Captioned Films Program and Telecommunications and Board Member of Deaf Communications Institute (DCI). Mr. Wick is currently vice-chair of Visual Media Services.



Sandy Thorn is a teletext project director at WGBH Television and former "Chronicle" editor with the WGBH Caption Center in Boston.



Steve Williams is a Structural Engineer at the David Taylor Naval Ship Research & Development Center. He also serves on the Board of Deaf Telecommunicators of Greater Washington, Inc. (DTGW).



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technology is perceived and the deaf community's progress, measured."

VMS's membership consists of such groups as Beyond Sound, the British Deaf Association, Canadian Captioning Development Agency, Colormax Electronics Corporation, Cablevision for the Hearing-Impaired, Captioned Films for the Deaf, D.E.A.F. Media, Gallaudet College Television, Greater Los Angeles Council on Deafness (GLAD), In Sync, I Hear Your Hand, the National Captioning Institute, The National Theatre of the Deaf, NTID-TV, the NAD Executive Board members, the National Fraternal Society of the Deaf, the Nebraska Association of the Deaf, the Silent Network, OK Theatricals, Signscope, Inc., Special Materials Project, Viablo, WGBH/Caption Centers, and the American Deafness and Rehabilitation Association. Copies of VMS Update are now stored in Gallaudet College and Federal Communications Commission libraries.

News gathering and publications will continue to be coordinated at VMS's West Coast office.

Membership inquiries can be made at either office. The VMS Board will formulate and determine VMS policies and the day-to-day staff and/or volunteers shall implement all Board decisions into operation. ■

New Members

August 1983

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 Chee-Weng Chang, Washington DC
 Evelyn I. Clark, Missouri
 Max J. Cohen, New York
 Sister Lee Connolly, Missouri
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 Roy W. Schrage Jr., Illinois
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 M/M Julian S. Singleton, California
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 Robert Lee Smith, Alabama
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 Patricia Taddeo, New York
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 Donald Whetter, Oregon
 Mrs. Gladys T. Witt, Kentucky
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 Sue Bottomly, New Mexico
 Ann Burke, California
 Paul R. Cantwell, Illinois
 Jack L. Carlson, New York
 Stanley D. Doerger, Ohio

Larry R. Fanion, Connecticut
 George A. Harris, Kansas
 Donna Huntsman, Kansas
 Linda D. Ingram, Missouri
 David E. Mudgett, Illinois
 K. Elliott McGee, Florida
 Richard Nelligan, West Virginia
 Tami Richardson, Missouri
 Emma St. John, Florida
 Dick Vallandingham, Ph. D., Kansas
 Pamela Hensley, West Virginia

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 Mr. & Mrs. David O. Burton
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 Doris Greve
 Bess Hyman
 Hazel McFadden
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 Phyllis Scott
 Kathleen W. Straight
 Walter E. Sumoski
 Anna Zaharevitz
 Esther Hoppaugh - in memory of her husband
 Carolyn Norris - in memory of Eero Ojala
 Virginia H. Moake - in memory of
 Daniel J. Doherty, II
 Mrs. Michael Stanton - in memory of
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 Mr. & Mrs. Edwin Sublett, Jr., - in memory
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 Mr. & Mrs. Thomas F. Anderson, Jr.
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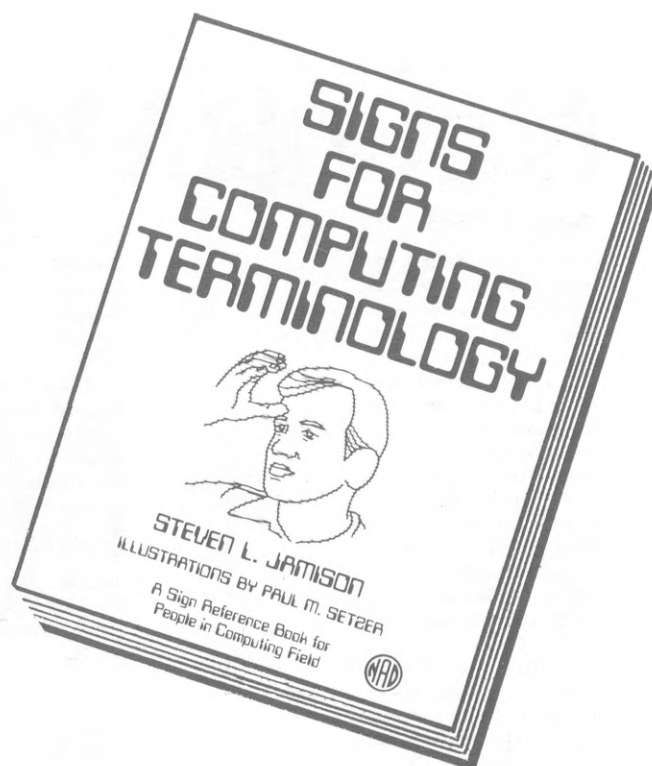
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BOOK REVIEWS . . .

SIGNS FOR COMPUTING TERMINOLOGY

by Mitchell D. Travers

Steven L. Jamison
NAD Press, 1983
Price: \$10.95



It is common knowledge that the computing field is a hot and exploding one. From desk-top personal computers for the home and portable computers to super computers for military research, there is a book. And now there is another book, a very much needed one. *Signs for Computing Terminology* by Steven L. Jamison for those who work, play or experiment with any kind of computer. Specifically, this book is a guide for those who use sign language in communicating, be they of normal hearing or hearing-impaired or deaf or of limited sight or whatever. If you are getting the feeling that I am trying to cover all the bases, you are correct!

Steven Jamison has produced a book that is probably a first of its kind. And it definitely will help those who communicate in sign language to become literate in computing (and data processing). And it will enable those who are already computer literate to become even better with computing and earn more money . . . and, very importantly, it removes for those who do not know signs all obstacles to learn these signs for computing terms because there is not only this book; there are, also, videotapes demonstrating these signs!

There are signs for five hundred and twenty five (525) computing terms. I reviewed this book as it was going to press and had only a few pieces of the art work diagramming the signs. This large number of terms is quite comprehensive and is oriented toward computer programming and systems analysis. This makes very good sense since it is in these two areas of computing that will experience the greatest need for people. This book is intended, according to the editor, for use by: deaf students preparing for a career

in computing or another field requiring lots of computing; for deaf employees already in those careers; for teachers and instructors; for interpreters; and for employers and managers. I would add one more group of people: parents and children and anyone who wants to become more productive at work or home or, perhaps, keeping up with the Joneses.

This book assumes that the reader has some familiarity with conversational sign language. An excellent aid for the readers, both those inexperienced and experienced with sign language, are the videotapes of the signs. Yes, the people who produced this book went the extra mile and made available videotapes demonstrating the signs for the computing terms! When I reviewed this book, the videotapes were not available. The videotapes were prepared by the staff at the National Technical Institute for the Deaf along with those who were involved in producing the signs for the computing terms. It can be expected that these videotapes will be of extremely high quality.

Signs for Computing Terminology fills a void and should be included on everyone's list of T.T.O. (thumbed through often) books. ■

(Mr. Travers has worked in the area of business and computer systems development for the last 10 years. He is employed as a project manager and officer of Manufacturers Hanover Trust. He holds a B.S. in Business Administration from Rochester Institute of Technology and an M.S. in Computer Science from Pratt Institute. He serves as a consultant to Lexington School in data processing and administrative matters.)



RON HAMILTON'S ALAN AND THE BARON

by Ellen Beck

NAD Press 1983

Price: \$4.95

"Non-traditional," says Ron Hamilton about his recently released book for young readers, *Alan and the Baron*. "It's a story about a sport not traditionally written about (harness racing), the characters are black, and it all involved deafness."

Traditionally, few writers have created believable stories for deaf children to read. And, when deaf children who are black are written about, it is usually as the subject of some obscure case study in which words like self-esteem inevitably crop up, preceded by words like low. Stories for black deaf children to relate and identify with are traditionally non-existent.

Hamilton doesn't like those traditions, so in 1976 he began drafting a story about Alan, an eleven-year-old student at a local residential school for the deaf who is well-adjusted, bright, a horse lover and a fluent signer whose dialogue is written in Sign Language word order. Several drafts and three illustrators later, Hamilton found the combination he was looking for: a believable story and Peggy Boughman Deal, an illustrator with a touch for drawing young children, sign communication and horses. In all, two years were devoted to the completion of the story about Alan, whose acute sensitivity to senses other than hearing enables him to become a hero.

Hamilton's love for harness racing goes back around 20 years, to when he was a teenager. He recalls, "I had an itch to go to night races with my mother. There was something about the color, the lights, the beauty of the animals themselves which fascinated me." Not satisfied with just enjoying the sport, Hamilton began reading whatever he could

find on the subject. What he found was that, although harness racing is popular in this country, very little has been written about it and what has been written indicates that few black people are involved in the sport. This is a contradiction to what Hamilton himself observed at the track and it was one of his incentives to write *Alan and the Baron*.

Harness racing is the sinew that binds Hamilton's story—all three characters are woven together by it: Alan; the horse, "Whata Baron"; and the horse's trainer, Mr. Williams. According to Hamilton, "Mr. Williams is based on a real person who is a black man and one of the best in the profession." This element is appealing because although the story is fictitious, it demonstrates the kind of connection that could happen and this is what makes it good reading for children.

As to children, Hamilton has the experience to write creditably about them. He has two children of his own, and since he graduated from Trenton State College 14 years ago, has worked with deaf children as an interpreter, a dorm counselor, a teacher and an administrator. He is currently a principal at Virginia School for the Deaf and Blind at Hampton.

Alan and the Baron is an attempt to involve deaf children in the reading process by giving them a story they can relate to and by so doing, provide incentives to master reading.

Alan and the Baron is Hamilton's first attempt at writing for children. He intends to write more—*Alan and the Baron* is the first in a series of five! ■

by Art Kruger

LONG WAIT IS OVER FOR CRYSLER, TABBED DEAF PREP WRESTLER OF THE YEAR

COOK, BARRON AND BURCIAGO ARE STATE CHAMPS

Eddie Crysler won the fight of his life on his birthday, Sunday, March 6, 1983.

Wrestling with a "fire" in his heart, Crysler erased two years of frustration when he became the first deaf athlete to win a New England Independent Schools Wrestling Association Championship.

"I never wanted anything more than I wanted this," Crysler of Deep River, Ct., said while proudly clutching his first-place award at Rockwell Cage on the campus of MIT. "For two years I've been dreaming of winning, but each time I failed to reach my goal. Now I can sleep peacefully again."

In two previous tries for the 98-pound crown, Crysler, a student at the American School for the Deaf in West Hartford, lost his title bout by an il-

legal slam. Each time his opponent was too badly injured to continue the match and consequently Crysler finished a runner-up.

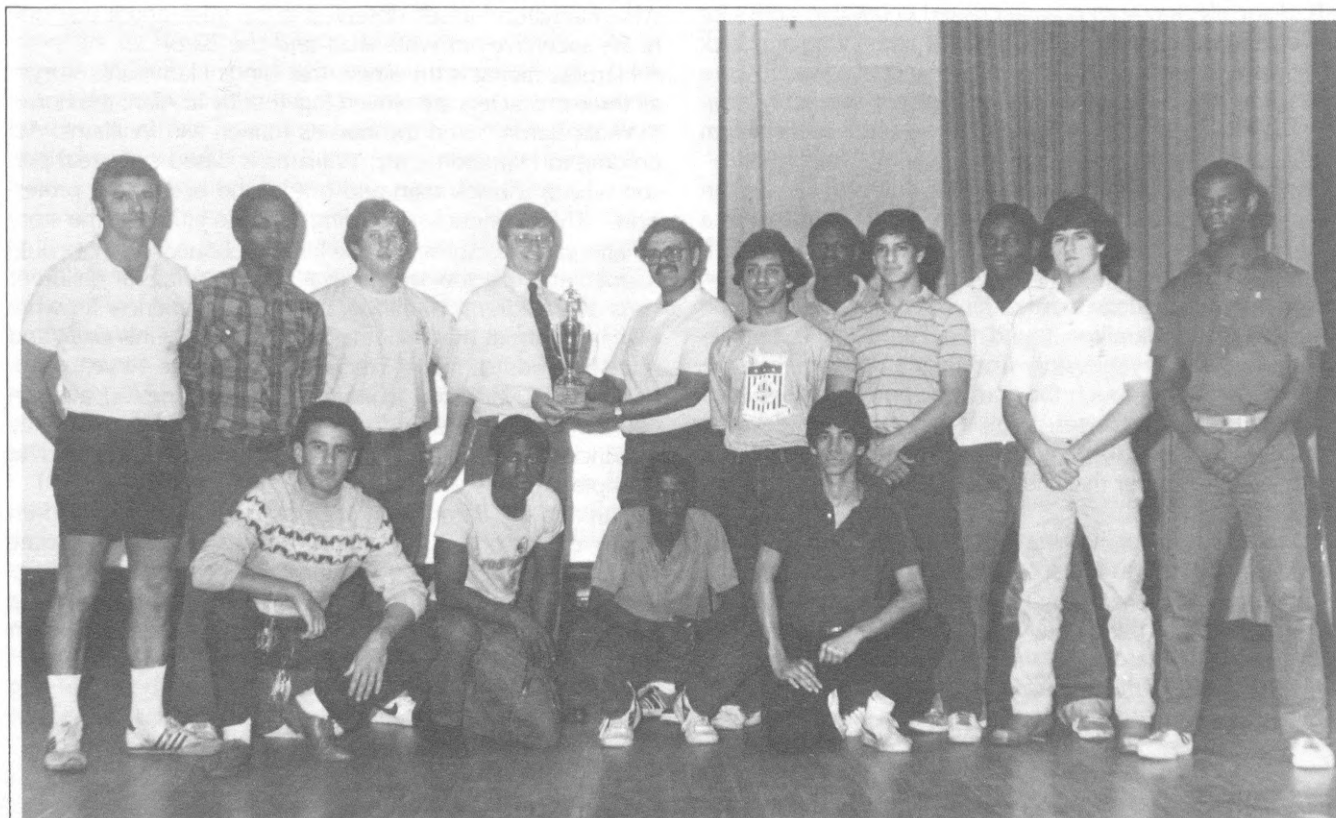
But this time Crysler was not to be denied. After pinning George Sachs of Hopkins-New Haven in the semifinals, Crysler fulfilled his dream by scoring a 3-2 championship victory over Andrew Webber of Byfield, Mass.

"I was a little cautious at the start of the final, because I couldn't stop thinking about what happened to me the last two years," Crysler said. "But

I had a fire in my heart for a victory. I wanted it so badly."

Crysler scored two quick points on a takedown early in the match and surged to a 3-0 advantage on a second-period escape. Webber closed to 3-2 on a takedown at the end of the second period. It was the only time this season Crysler has had his back to the mat. Each sparred evenly in the scoreless third and final period.

"I lost two times before and this time I didn't want to strike out," Crysler said. "I want to win not only for myself, but for all the deaf boys at the



Mason-Dixon Deaf Prep Tourney Champion—They represent Florida School for the Deaf/Blind, and they won their first Mason-Dixon wrestling tournament championship in Spartanburg, S.C. The gents holding the first place trophy are Robert T. Dawson, newly appointed superintendent of FSDB, and Roland Stetson (right), the school wrestling coach.

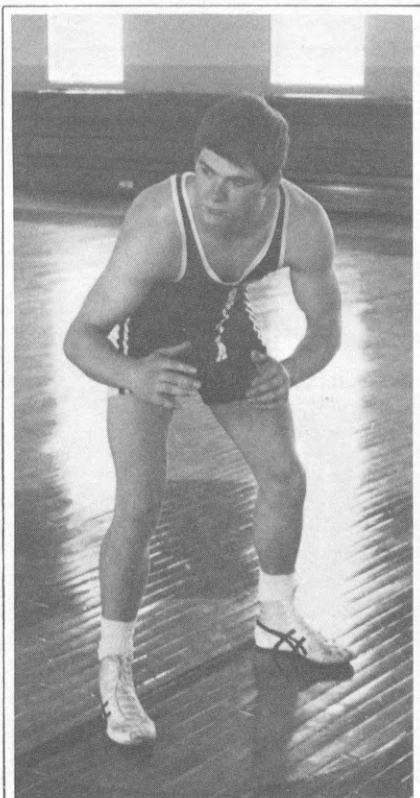
IOWA, FLORIDA AND MARYLAND CAPTURE REGIONAL PREP TOURNEYS

school. It's not easy being deaf and I wanted to show hearing people that we can do the same thing as they can. We all have two arms and two legs and by hard work and determination we can be winners, too. And we all know that if at first you don't succeed"

Thus, Coach Neil Robinson's prized ASD wrestler, topped off a remarkable career with the victory, which gave him an overall record of 85-9-1 in four years. Among those triumphs are four Eastern schools for the Deaf titles and three Western New England championships.

Such is Eddie Crysler, who was tabbed as the 1982-83 Deaf Prep Wrestler of the Year. He finished the season with an undefeated record of 19 matches.

Mark Burciago of Colorado was the



Surprise Deaf Prep Wrestler of the Year—A first year wrestler and a senior at Virginia School for the Deaf, Tommy Cook captured the 185-pound state single-A title.

other grappler who was undefeated during the 1982-83 campaign, finishing with a 25-0-1, and a three-year career at 68-8-1. And he became the seventh wrestler under Coach Al Whitt who gained State Class A honors. Fidel Martinez won two titles in 1971 and 1972, Larry Schwarz in 1973, Jesus Contreras thrice in 1974, 1975 and 1977, Bernie Atencio in 1975 and 1977, Ray Kilthau in 1976 and Merle McAdoo in 1977.

Weighing only 191 pounds, Burciago wrestled heavyweight, but he had great balance and was very quick. He won all the invitational tournaments, Black Forest League, District and the State finals. He pinned all the four wrestlers who were 20 to 30 pounds heavier in the state meet and was voted the most outstanding wrestler of the state tourney by the coaches. Now Whitt has four outstanding "state" wrestlers in his coaching career at CSDB and the most of any coaches in the State Class A school.

In the Fowler Invitational Meet, Burciago defeated a 242-pound wrestler in the first round, and a tough 6-5 and 350-pounder in the finals with a close 3-2 score. Burciago is only 5'9".

For Virginia School for the Deaf's Tommy Cook, the culmination of a most successful season came Saturday night, February 19, 1983, at Chilhowie.

Wrestling in the 185-pound classification, the 6-1 VSD grappler defeated John Long of Castlewood High 5-1 to win the state single-A wrestling title. A Staunton resident, Cook finished the season with an 18-3 record and became the second VSD wrestler in the last three years to capture a state title. Steve Faulkner won the state championship at 112 pounds in 1981.

What made this win even more satisfying is that Cook was a first year wrestler. This time last year he was a substitute basketball player for the VSD Cardinals. His drive for the title began two weeks prior to the state meet when he won the Pioneer District championship. One week later, he captured the Region C title.

At the state meet, his first opponent was Bill Freeman of George Mason High, who he pinned in 4:44. Cook then went against Larry Wyatt of Chilhowie High in the semifinals and pinned him in 2:46. In the championship battle against Long, Cook scored a first period takedown to lead 2-0. He upped the margin to 5-0 in the second period with an escape and ensuing takedown. The only point that Long received was one assessed against Cook for stalling in the third period.

"I dreamed about it but never thought it was possible," Cook said of his championship win. "There's nothing to which you can compare the excitement of winning."

Cook, who is a senior at VSD, said that he thought of getting involved with wrestling for several years. But it wasn't until last year that he decided, with the encouragement of former Cardinal wrestling coach, Bob Blakey, to give the sport a try.

Cook started his senior year on the VSD football squad but he didn't play the last four games because of a foot injury. That didn't keep him from preparing for the wrestling season by lifting weights, however.

It was in his opening matches of the season that Cook received most of his three losses, the first coming in the Mason-Dixon deaf prep tournament where he placed second. In the team's first dual match, he dropped a decision to a Fishbourne Military School opponent, and later in a Pioneer League encounter in January, he was defeated by a Natural Bridge High's grappler. As it turned out, that was Cook's final defeat of the season.

"For a first year wrestler, in one year he accomplished more than most people do in their entire career," said VSD wrestling coach Rick Snyder. "In the state, I was never too sure that he could win because a first year wrestler can easily make a mistake and be eliminated anywhere along the road. However, he was able to compensate for that weakness with his strength."

Surprisingly, Cook said that the

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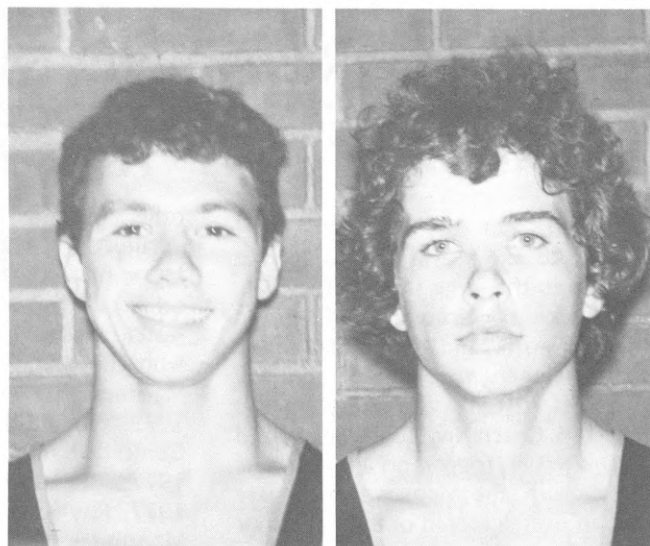
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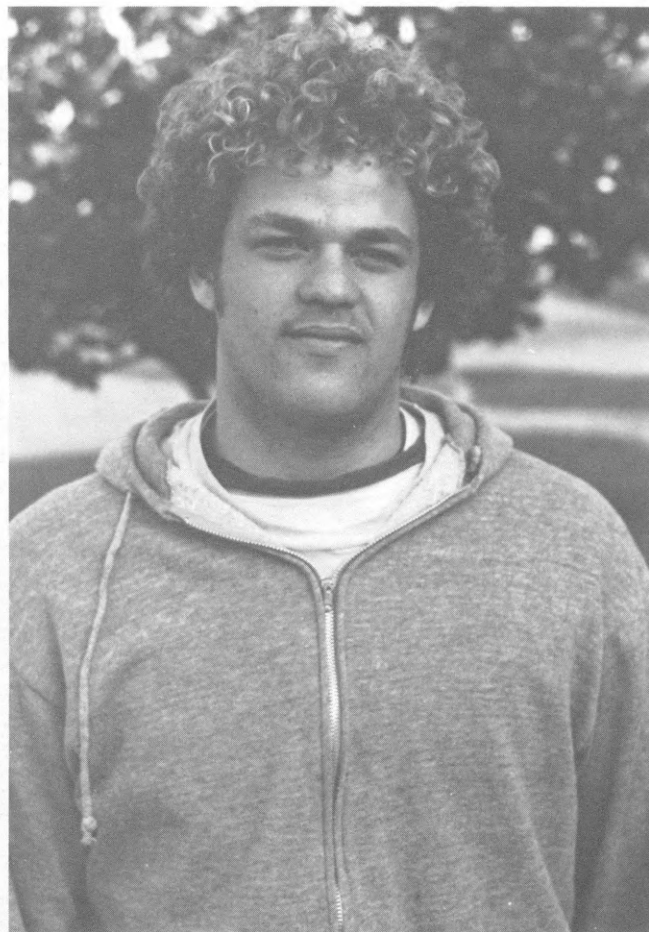
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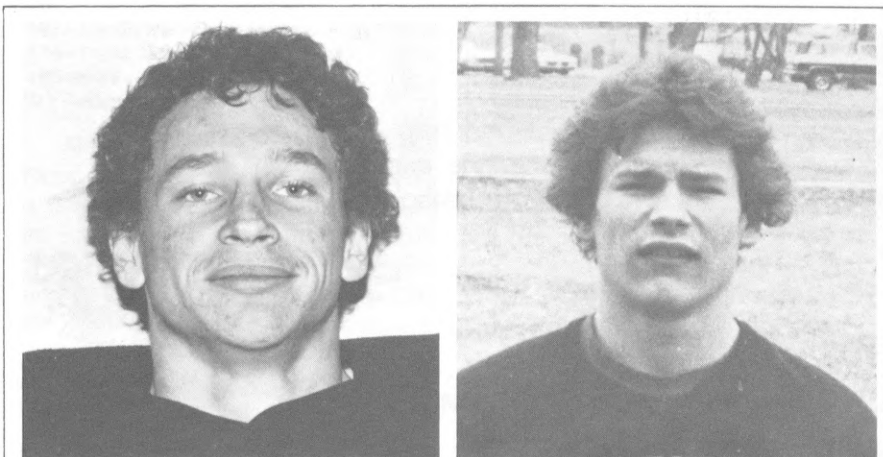
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Midwest Defending Champions from Illinois—Charles Hammock (left) won a tight 9-6 decision in the 132-pound match over one of Iowa's top wrestlers, Rod Barrier. Ron Farlin (right) took just 55 seconds to dispose of Iowa's Tony Holmes for the 138-pound championship.



Tom Korn—This California School for the Deaf at Riverside grappler has had a serious asthma and thyroid problem for three years; nevertheless, he wrestled and in his final CSDR match took the 188-pound title at the California Interscholastic Federation (CIF) Arrowhead qualifying meet. He had a 17-6-0 record in three years.



Metz Brothers—They were All-Americans on the Indiana School for the Deaf Oriole football team which was rated the No. 1 deaf prep eleven in the '82 campaign, but they are also top notch wrestlers, **Andrew Metz** (left) took the 185-pound Midwest deaf prep title by a fall when he pinned an opponent from Iowa in 2:33. **Anthony Metz** (right) failed to defend his 167-pound crown by dropping a 12-6 decision to Todd Ashworth of Iowa.

toughest opponent that he faced all year was not one of his state opponents, but rather Clifton Forge High's Fred Dawson who he defeated for the regional title.

Jack Barron, Jr., was the other deaf prepster who was State Champion this year. After spending a year at Model Secondary School for the Deaf in Washington, D.C., last year, Barron returned to his home state for his senior year at Iowa School for the Deaf. In Iowa he was eligible for high school competition because he was still 19 years old. This enabled him to capture his second State Class A title; he was chosen as co-outstanding State Champion for Class A. The other boy he shared the honor with was a 3-time State Champion from Lisbon High. He was invited to wrestle in the Iowa Senior All-Star Meet in June.

Barron, by the way, did get beaten twice as a senior. Perhaps that says something about the quality of competition in Iowa, even in the small schools. He set an all-time deaf prep record for most career wrestling victories. Barron's mark of 27-2-0 gave him 128 victories for his high school career, breaking the old mark of 127 set by Robert Mansell of Illinois from 1977-81. Barron's four-year record was 128-3-0, while Mansell's career mark was 127-13-0.

Iowa has long been acknowledged as prime wrestling country and Iowa School for the Deaf did little to detract from that reputation. The ISD Bobcats under Coach Richard Pike took first

place in the fifth annual Midwest Deaf Prep wrestling tournament at Minnesota School for the Deaf. Iowa has now won all five Midwest meets.

Indiana held a slim lead going into the championship events, but four of Iowa's seven finalists captured titles to clinch the team championship. Iowa finished with 152 points to Indiana's 146½. Illinois placed third with 125, Kansas (83), Wisconsin (83) and Minnesota (77) rounded out the scoring.

When the championship activity began, the Indiana Orioles, under Coach Mike Walker, had a 134½-132 lead over Iowa. But Iowa quickly overtook Indiana by winning three of the first four weight classes, two in head-to-head competition with Indiana.

Chuck Theel of Kansas brought two strong wrestlers in Ron Waltrip and Larry Gilliland to the tournament. Gilliland was possibly the best wrestler in the tournament, winning all three of his matches by falls in total times of 4:03. He took the heavyweight title match by pinning Frank Hawk of Minnesota in 2:48. Hawk was heavyweight champion last year, but he lasted more than twice as long as Gilliland's first two foes.

Waltrip also pinned all three opponents in total times of 6:43. For certain reasons, both Waltrip and Gilliland did not wrestle much this year, and they had 6-2 and 4-3 respectively for the season.

The Midwest tourney individual champions were as follows:

- 98—Kevin Wohlers, Iowa
- 105—Jim McDaniels, Iowa
- 112—Kenny White, Iowa
- 119—Kevin Ryan, Wisconsin
- 126—Rick Hancock, Indiana
- 132—Charles Hammock, Illinois
- 138—Ron Farlin, Illinois
- 145—Vance Gardner, Illinois
- 155—Ron Waltrip, Kansas
- 167—Todd Ashworth, Iowa
- 185—Andrew Metz, Indiana
- HWT—Larry Gilliland, Kansas

Our compliments go to Athletic Director Chuck White and Coach Bill Ramborger for hosting a great tournament, the *first* Mason-Dixon meet held at South Carolina School for the Deaf and the Blind.

Florida won the tourney with 166½ points. Maryland surprised everybody by scoring 151½ points to take second place. South Carolina was third (142½); Alabama Blind was fourth (131½); Virginia with three individual champions was fifth (121); the Model Secondary School for the Deaf from Washington, D.C. was sixth (93); North Carolina was seventh (45); and Louisiana was eighth (33).

The Florida Dragons under Coach Roland Stetson had another outstanding year, winning 12 and losing only 2 in dual meets, an overall record of 25-4 the last two years. In Florida the Dragons are limited to only 15 dual matches and 2 tournaments. And in Florida the competition was always tough, as the FSDB grapplers participated against 1-A, 2-AA and 3-AAA high school teams in their district, regional and state meets, but managed to qualify 6 boys in the regional and 3 in the state finals.

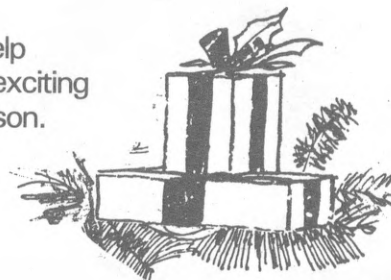
Everyone on the Maryland team scored points in the M-D tourney. This was the first time this happened. As Jim Schartner, now in his ninth year as MSD wrestling coach, explained, "We were just six points behind Florida going into the final rounds, but Florida had more wrestlers in the championship bouts than we did, so they won. But we still did really well. Ten of our 12 wrestlers placed fourth or better in the tournament."

The M-D individual champions:

- 98—Carl Huger, South Carolina
- 105—Henry Balthazar, Virginia
- 112—Mario Chavis, Virginia
- 119—Steve Faulkner, Virginia
- 126—Carlos Ramirez, Florida
- 132—Dennis Gladhill, Maryland
- 138—Keith West, Alabama Blind
- 145—Mike Maggio, Maryland

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	A Rose For Tomorrow —an excellent biography of Frederick C. Schreiber, the former Executive Director of the NAD.	<i>Hard</i> \$14.95	
	Friends Are For Signing —a clever comic book presentation of 75 basic signs. Excellent for young people wanting to learn sign language.	<i>Paper</i> \$1.95	
	You've Got a Song —selected popular songs are translated into sign language. Songs include You've Got a Friend, Sunshine on My Shoulders, You Light Up My Life and 5 others.	<i>Paper</i> \$2.00	
	Sounds of Silence —a thrilling mystery story involving a deaf character as the hero.	<i>Hard</i> \$3.00	

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QUANTITY	TITLE	PRICE	TOTAL	QUANTITY	TITLE	PRICE	TOTAL
	Children's Sign Language Playing Cards —delightfully illustrated deck of 52 cards depicting 26 basic signs. Includes the rules to play Concentration, Old Maid and Go Fish.	\$2.50			Needlepoint Kits —each kit contains a 5" x 5" piece of interlock canvas printed with design, needle, and 100% Persian wool yarn in red and white.		
	Sesame Street Sign Language Fun —Linda Bove and the Sesame Street characters teach children basic signs. All four color illustrations.	<i>Hard</i> \$5.95			Friend (sign plus written word)	\$5.98	
	The Mouse's Christmas Eve —a children's story illustrated in sign language.	<i>Paper</i> \$3.50			I Love You (sign plus written word)	\$5.98	
	The Night Before Christmas —the old time favorite Christmas story told in sign language.	<i>Paper</i> \$4.00			Counted Cross Stitch Kit —each contains a 5" x 5" Aida cloth, design graph, needle, red embroidery thread.		
	Jean's Christmas Stocking —a new Christmas story by the authors of Signing Exact English.	<i>Paper</i> \$3.25			Friend (sign plus written word)	\$3.50	
	Alan and the Baron —a new children's story about a young deaf black boy and a racing horse.	<i>Paper</i> \$4.95			I Love You (sign plus written word)	\$3.50	
	Finger Magic Cartridge and Viewer —Finger Magic is a unique animated film featuring the manual alphabet. It is shown on a hand held viewer which is operated by a crank.	\$9.95			Friend Belt Buckle —pewter belt buckle (4" x 2") with sign for friend etched in black.	\$6.95	
	Stocking Stuffers						
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	I Love You Seals —50 pressure sensitive seals featuring the <i>I Love You</i> symbol.	\$1.00					
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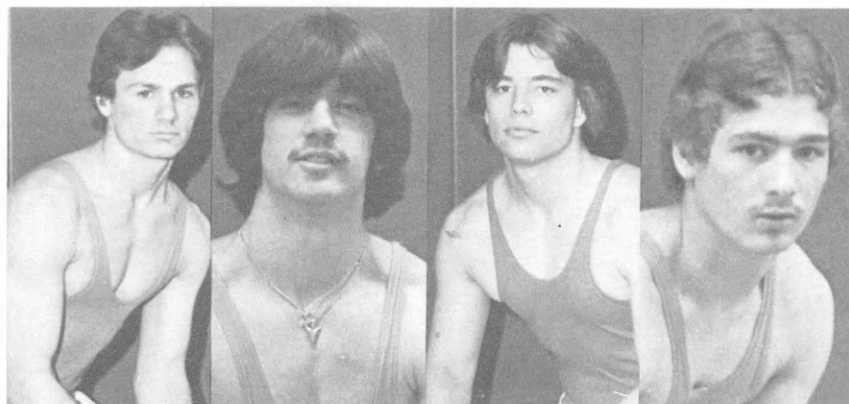
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155—Toselli Silvestri, Model
 167—Darrin Hackett, South Carolina
 175—Frank Gandy, Alabama Blind
 185—Ricky Cooper, Florida
 HVY—Richard Belcher, Florida

Maryland's find showing in the Mason-Dixon tournament was no fluke, as the Orioles captured their first Eastern School for the Deaf Athletic Association wrestling crown in the 7th annual meet held at Philadelphia, Pa. The Orioles took four first place finishes and three second places en route to the championship and they finished with 162½ points. Pennsylvania placed second with 139 points, followed by New Jersey (118), New York (106½), Lexington (81), American (65½), Model (64½) and West Virginia (1). The Orioles had never won the title before. The school has had wrestling for eight years.

The ESDAA tourney win was another of a long list of streaks and records the team posted this year. The Ori-



Dennis Gledhill John Croney Mike Maggio Christopher Von Garrel

Top Wrestlers From Maryland—They were the main reason why Maryland School for the Deaf had an outstanding year in wrestling, winning second place at the Mason-Dixon tourney and capturing their first Eastern tourney championship in seven tries. The wrestlers are from left to right: **Dennis Gledhill, John Croney, Mike Maggio, and Christopher Von Garrel.** They were all Eastern individual champions; Maggio and Gledhill also won individual titles at Mason-Dixon, while Maggio captured the Midwest crown last year.

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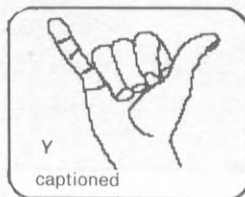
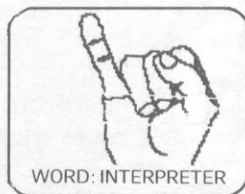
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oles set new highs with number of grapplers in the finals (seven) and the number of wrestlers to win titles (four). The ESDAA individual winners were as follows:

100—Eddie Crysler, American
 107—Bobby Reimer, Pennsylvania
 114—Gabby Thompson, Lexington
 121—Dennis Gladhill, Maryland
 128—Chris von Garrel, Maryland
 134—Noe Santiago, New York
 140—John Gore, Lexington
 147—Mike Maggio, Maryland
 157—John Croney, Maryland
 169—Tom Lipyanic, Pennsylvania
 189—Mike Beebe, New Jersey
 HVT—Loe Liuzza, New Jersey

We took an interest in Mike Maggio of Maryland. He is a dedicated grappler with impressive statistics. He is a three-time Eastern deaf prep champion—1981 at 129 lbs., 1982 at 141 lbs., and 1983 at 145 lbs. He also won individual titles at the Midwest deaf prep meet last year at 138 lbs., and at the Mason-Dixon prep tourney this year at 145 lbs. This year at the ESDAA tournament he pinned all three of his opponents. His career record stands at 45-4-1. He is a junior.

Larry Vollmar, wrestling coach at the California School for the Deaf at Riverside, is leaving at the close of the school year this June as he and his family are becoming missionaries to the deaf in Alberta, Canada. Vollmar said there is a dire need for the deaf in that area to know the Gospel of Jesus Christ.

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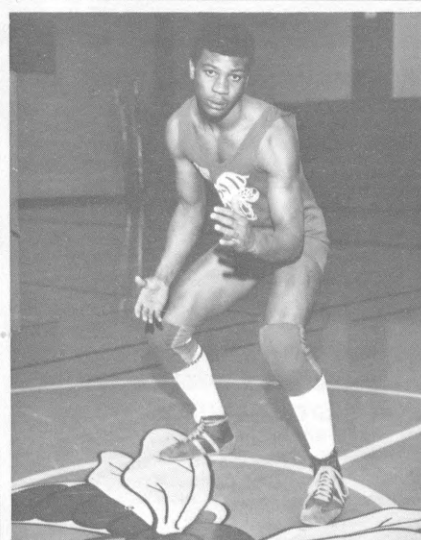
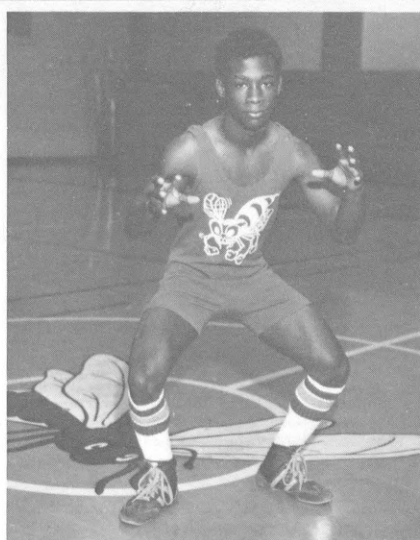
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This doesn't mean an end to the warm correspondence and friendship he and I have cultivated over the years. *His 4-year coaching record at CSDR was 31-13.*

The CSDR team this year was green, but to Coach Vollmar's surprise his Eagle grapplers pulled through with the school's best won-lost record ever. They finished the season as Arrowhead League co-champion with two other schools with a 5-1 record and an overall slate of 9-1 including an invitational meet, a close second in the CIF Arrowhead qualifying tournament, and a win over California School for the Deaf at Fremont for the fourth straight time.

Vollmar had seven grapplers with winning seasons this year and they were: Nicky Green, 101 soph., 12-3; Oscar Aguilar, 122 soph., 13-3; Tom Korn, 188 senior, 9-2; Rex Loy, 203 junior, 13-1; Ken Robertson, 141 junior, 12-2; Steve Sinatra, 129 soph., 12-5, and Mike Westbrook, 170 senior, 8-5.



They Proved That They Are Among The Top Deaf Prep Wrestlers in the Nation—They're from South Carolina School for the Deaf. At the First Mason-Dixon deaf prep wrestling tournament, **Carol Huger** (left) won the 98-pound title, while **Darrin Hackett** (right) claimed the 167-pound crown. Huger, a senior, won 22 straight matches before failing to defend his state Class A crown in the semi-finals, and finished the season with a 22-2-0 record and 15 pins. Hackett (right), a junior, recorded 14 straight wins with 14 pins all the way until he lost a narrow 3-0 decision to a strong 4A opponent. He ended the season with a fine 19-4 slate and a school record of 19 pins, and his fastest pin was 14 seconds. Huger's three-year record as a SCSD wrestler is 68-7-0.

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DEAF PREP ALL-AMERICAN WRESTLING TEAM

Weight (lbs.)	Name and School	Class	Season Record	Coach
98	Eddie Cryslar, American	Sr.	19-0-0	Neil Robinson
	Carl Huger, South Carolina	Sr.	22-2-0	Bill Ramborger
	Arthur Giacianette, Alabama	Sr.	24-7-0	Dan McCrimmons
105	Bobby Reimer, Pennsylvania	Fr.	21-3-0	Harold Koch
	Henry Balthazar, Virginia	Soph.	18-4-0	Rick Snyder
112	Mario Chavis, Virginia	Jr.	11-2-0	Rick Snyder
	Gabby Thompson, Lexington	Jr.	18-4-0	Barney Foltman
119	Dennis Gledhill, Maryland	Fr.	14-1-0	Jim Schartner
	Rod Barrier, Iowa	Sr.	25-7-0	Richard Pike
	Ricardo Barron, Texas	Jr.	14-5-0	John Jacobs
126	Rick Hancock, Indiana	Jr.	14-5-0	Mike Walker
	Carlos Ramirez, Florida	Soph.	22-5-0	Roland Stetson
132	Charles Hammock, Illinois	Soph.	31-3-0	Gary Rief
	Noe Santiago, New York	Sr.	15-1-0	John Clearly
138	Jack Barron, Jr., Iowa	Sr.	27-2-0	Richard Pike
	John Gore, Lexington	Jr.	20-5-0	Barney Foltman
	Ron Farlan, Illinois	Jr.	16-2-1	Gary Reif
145	Mike Maggio, Maryland	Jr.	14-1-1	Jim Schartner
155	Todd Ashworth, Iowa	Jr.	25-6-0	Richard Pike
	Darrin Hackett, So. Carolina	Jr.	19-4-0	Bill Ramborger
167	Tom Lipyanic, Pennsylvania	Sr.	17-2-1	Harold Koch
185	Andrew Metz, Indiana	Jr.	19-2-0	Mike Walker
	Tommy Cook, Virginia	Sr.	18-3-0	Rick Snyder
	Mike Beebe, New Jersey	Jr.	16-1-0	John Coleman
HWT	Mark Burciago, Colorado	Sr.	25-0-1	Alonzo Whitt
	Richard Belcher, Florida	Jr.	24-5-1	Roland Stetson

SPECIAL MENTION: John Croney, 155 lb., Maryland 11-4-0; Dan Abel, 132 lb., Wisconsin, 13-5-0; Ronnie Ruffin, 185 lb., Florida, 21-10-0 (17 pins); Greg Lowry, HWT, Illinois, 24-8-0; Chris Von Garrel, 126 lb., Maryland, 12-3-0; Joe Mercado, 126 lb., New York, 17-5-1; Juan Crespo, 98 lb., New Jersey, 15-2-0; Jonas Fenicle, 126 lb., Pennsylvania, 18-6-0; Tomas De Escobar, 132 lb., Florida, 22-11-0, and those seven wrestlers of Riverside. A few grapplers like Ron Waltrip and Larry Gilliland, both of Kansas, did not wrestle enough matches to qualify for All-American honors.

ROD BARRIER was 82-31-0 in 4 years, while NOE SANTIAGO had a 4-year career record of 62-13. ■

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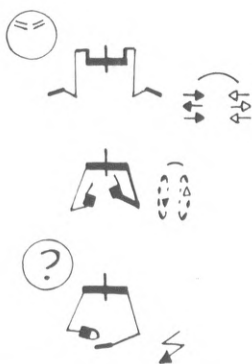
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